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ABSTRACT

This report looks at the concerns and issues about the growing involvement of the Job Training Partnership Act (JTPA) in education, provides legislative information and primers about the programs in the three education areas with which JTPA links most often, and provides program models and resources. Specifically, the report looks at four areas: (1) the need for education for work (the need for post-high school but less than college education), one of the few education components that is not well funded or supported; (2) suggestions for improvement, such as more competition between local schools, tighter eligibility, more intensive services, and more linkages between local agencies; (3) making education for work happen--coordination that includes understanding the resources available and the final goal, education for work that focuses on basic skills needed for employment, and understanding the barriers; and (4) the large number of federal programs serving JTPA-eligible populations (vocational education, adult education, and secondary/elementary education) with limited funding. Appendixes to the report include a summary of HR7--the Applied Technology Education Amendments of 1989; a list of educational programs, regional contacts, and the administration's fiscal year 1990 budget proposal; the Louisville, Kentucky, partnership student contracts and curriculum; and a list of national clearinghouses. (KC)

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JTPA ISSUES

THE CONTINUING CRISIS: A SPECIAL LOOK AT 'EDUCATION FOR WORK'

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- "Academic degrees and professional credentials will count for less; on- the-job training, for more." Robert Reich, JFK School of Government, Harvard. pg 2

- Begin with the issues - not the act. Define common interests, organize agencies around a set of issues, and develop broader state (or local) strategy for serving at risk youth and adults. pg 11

- "There are three major issues changes in Vocational Education have to address - improvement in quality; better coordination between high school and community college vocational and technical courses; and equity of access." Chair of the House Education and Labor Committee, Representative Augustus F. Hawkins (D-CA). pg 19

- "In all of our programs, we request assistance from education. We provide a framework, but ask them to use their expertise to create the best program." Judy Kuhlman, Western Missouri PIC, Sedalia, MO. pg 25

- "We decided we should do it big or not do it at all. So we implemented the [Louisville Education and Employment] Partnership system wide - in 20 high schools." Roy Vanderford, Jefferson County and Louisville PIC. pg 30

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"By [education and JTPA] sitting down together, we have found we can do really creative things by pairing money. But it's still not adequate - we should understand what education is offering, have education understand what we offer, and see what we can offer together." Mary Pepperl-Snyder, North Cook County PIC, IL

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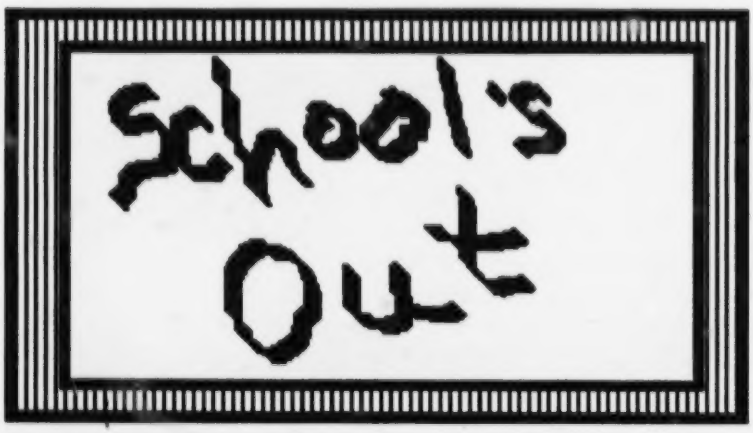
The Continuing Crisis: A Special Look at 'Education for Work'

Education is a continuing hot topic in America. America's students are found to be far behind students in other countries in math, science, geography, reading - the list goes on. Dr. Lauro Cavazos, Secretary of Education, said in discussing a new report on education that education's progress is stagnent. The condition of education raises questions about America's ability to compete in the world economy. Will workers have the skills needed to do the jobs of the future? Why is the money spent on education not producing educated graduates?

JTPA is embroiled in this topic as well, as Congress, states and local areas look to it to provide remedial services to dropouts; training and employment to older youth who do not go on to college; and both remedial and preventative services to in-school youth. Amendments being offered to JTPA by **Senator Simon** (D-IL) and **Representative Hawkins** (D-CA) call for a much more in-depth, year long program for in-school youth and dropouts. The JTPA Advisory Committee report includes recommendations calling for JTPA services for in-school youth to be targeted to students aged 14 and over who are at risk of dropping out of school or failing in the labor market.

This JTPA Issues will look at the concerns and issues about a growing involvement of JTPA in education, provide mini-sections with legislative information and primers about the programs in the three education areas JTPA links with most often, and provide program models and resources.

This Issues will definitely only cover the tip of the iceberg. Education is one of the largest concerns in American society. But it is our hope that it will provide a springboard to encourage SDAs to learn more about the programs available in their own area, to share more information on successful programs and to realize that there are many sources out there for help and assistance.



THE NEED FOR 'EDUCATION FOR WORK'

While the majority of those commenting on the education field discuss the importance of teacher training, early education, and types of classes that should be required, there are groups looking at the link between education and the workplace.

In an editorial run in the *Washington Post*, March 20, 1989, **Louis V. Gerstner, Jr.,** president of American Express Co., points out that while the good news is that his company will need to hire 75,000 people in the next 5 years, the bad news is that they may not be able to find them. He goes on to explain:

> "The jobs I'm talking about are entry-level positions that have traditionally helped young people make the step from high school to a first foothold in the adult work force. ... We will need people who can run word processors and computers, write airline tickets, phone in buy-and-sell orders for stock trades. They will have to learn to fit into systems, to communicate with customers and co-workers, to deal with technology."
>
> "Yet we find people who can barely write - not even a phone message let alone a business letter. We see student's math scores plummeting - will they be able to keep our books? We are told that 20% of our 6th graders cannot point to the U.S. on a world map - a depressing sign to a company built on world wide travel arrangements. We read that half of our high school students are 'economic illiterates' - a woeful indicator of the brain power level of the future work force."
>
> "The deficiencies go beyond the traditional skills. Too many young job seekers are also deficient in fundamentals such as teamwork, initiative, problem solving, adaptability, even simple communication among themselves."

Robert B. Reich, political economy professor, JFK School of Government, Harvard points out in a memorandum 'On Planning a Career' that he circulated to his undergraduate students that: "You will be engaged in one of two broad categories of work: either complex services, some of which will be sold to the rest of the world to pay for whatever Americans want to buy from the rest of the world, or person-to-person services, which foreigners can't provide for us (apart from new immigrants and illegal aliens) because they aren't here to provide them."

The memo, published in *Harpers*, April 1989 issue, points out that the education necessary for the changing economy will be based on experience and problem solving skills, both often not found in the academic setting.

> As the economy evolves toward services tailored to the particular needs of clients and customers, hands-on experience will count for more than formal rank. As technologies and markets rapidly evolve, moreover, the best preparation will be through cumulative learning on the job rather than formal training completed years before.
>
> This means that academic degrees and professional credentials will count for less; on-the-job training, for more. American students have it backwards. The courses to which you now gravitate - finance, law, accounting, management, and other practical arts - may be helpful to understand how a particular job is now done (or, more accurately, how your instructors did it

years ago when they held such jobs or studied the people who held them), but irrelevant to how such a job will be done.

The intellectual equipment needed for the jobs of the future is an ability to define problems, quickly assimilate relevant data, conceptualize and reorganize the information, make deductive and inductive leaps with it, ask hard questions about it, discuss findings with colleagues, work collaboratively to find solutions, and then convince others. And these sorts of skills can't be learned in career-training courses. To the extent they can be found in universities at all, they're more likely to be found in subjects such as history, literature, philosophy, and anthropology - in which students can witness how others have grappled for centuries with the challenge of living good and productive lives."

The new jobs of the future, while requiring more education, don't necessarily mean four year college education according to **Kenneth B. Hoyt**, Distinguished Professor of Education, Kansas State University. In 'The Changing Workforce: A Review of Projections 1986-2000', published in the *Career Development Quarterly*, September 1988, he points out:

"Job openings at any time are available from two basic sources... new jobs and replacement jobs. N. Rosenthal, Chief of the Division of Occupational Outlook, Bureau of Labor Statistics, in a personal communication, estimated that at least twice as many replacement jobs as new jobs will become available during the 1986-2000 period. ... If assumed that these jobs will occur across the total occupational structure...Three-fourths of these jobs will require no more than a high school degree and 1/3 of those not a high school degree. The question is whether we can allow the uneducated to be sentenced to these jobs."

While 37.8% of the 21 million new jobs will require some sort of post-secondary education, that does not mean they will require a baccalaureate degree. The fastest growing category in the BLS statistics 'some college' category is technicians/related support workers, predicted to grow by 38% - twice as fast as total employment. Thirty-five percent of the jobs by the year 2000 will require less than a high school education, compared to 27% of the jobs requiring any post secondary education.We cannot, in effect, afford to continue concentrating our career guidance efforts on those who least need help (the bright college-bound students) while essentially ignoring those whose career development needs are greatest."

"The really big shifts in the labor market do not occur in the year 2000, but will be between 2011 and 2029 when the baby boomers hit retirement."

There is a group America needs but has ignored - youth who do not plan to go on to college. **Harold Howe II**, Chair of *Youth and America's Future: The William T. Grant Foundation Commission on Work, Family and Citizenship*, testified before the U.S. Senate Committee on Labor and Human Resources in January that:

"Young people without a college credential are in danger of being locked out of a society that desperately needs their talents - to build our homes, drive our buses, repair our automobiles, maintain and serve our offices, schools and hospitals, and keep the production lines of our mills and factories moving. However, stable, good-paying jobs that do not require advanced training are rapidly disappearing."

"Without specialized skills, non-college youth simply cannot compete for good jobs in today's market. But opportunities to acquire advanced training are often not available. While each student enrolled in an institution of higher education can expect to receive a combined public and private subsidy of approximately $20,000 during a four year college career, youth

not going on to college, but who need other forms of education and training, are starved for support. Only about five percent of those eligible for federally supported job training under the JTPA receive it, then only for about four months - rather than four years - at a public subsidy of $1,800 to $2,300 per student. For the most part, young people not going on to college are left to sink or swim on their own."

WHERE DO WE GO?

Some general suggestions

Almost everyone with concerns also provides suggestions for improvement. They range from general to very specific, but many do show a concern for the 'final product' - youth who will have the skills and knowledge necessary to compete in the labor market.

Joseph A. Alibrandi, chair and CEO, Whittaker Corp. and member of a commission concerned about California Education, spoke about some of their solutions at a 'Town Hall of California' meeting in October. This speech was published in *Vital Speeches*, February 1, 1989.

> "What is important to us is the quality of the output. We need tools to measure the quality of output; we need to leave the innovation and the ability to determine how standards are set to teachers, the faculties, and the principals. And, then we need to hold them responsible. And, if they don't perform, they get disincentives. And if they do perform they get incentives for good performance."

> "..We will set up a system where we can measure and hold people accountable for the quality of results. We will provide the autonomy so that schools or small districts have the discretion as to how their budget is used. We think that, if we hold them responsible for results, give them the innovative capability, we'll get a lot of new ideas tried across this state and there will be the same kind of competitive atmosphere that exists to a large extent in the free enterprise system. Then, we can begin to benefit from the ideas that work in one area or another, so that we develop a spirit of innovation, the kind of Yankee ingenuity for which we always used to pat ourselves on the back."

Louis V. Gerstner, President of American Express, also discussed in his editorial the steps that his business and others have taken to address their concerns about the skills of entry level workers. In partnership with local school districts, they set up Academies of Finance that provided classes, on-the-job training, and a paid summer internship to help high school students in 14 U.S. cities assume entry-level positions in the financial industry. From this start, 6 years ago, an independent National Academy Foundation has been set up to expand the partnerships to more cities. He goes on to explain:

> "The reason for the accelerating demand for the academies is that in the course of the program something unexpected happened to our students. It was as if a big light bulb flashed on: they focused on American enterprise and, for the first time, realistically saw themselves as part of its future."

> "As soon as this happened, we started losing them. Although most of the students started the program with no thought of going on to higher education, an extraordinary 90% subsequently decided to enroll in college. They were in a hurry to learn, to catch up."

Harold Howe II, points out not only the problems discovered by the William T. Grant Foundation Commission on Work Family and Citizenship, but the recommendations made in its report, *The Forgotten Half: Pathways to Success for America's Youth and Young Families*

Schools cannot do it all. Young people's lives are shaped by their experiences at home, in the community, and at work, as well as at school. Educators have become so preoccupied with those going on to college that they have increasingly lost sight of those who do not. The aim of the current school reform movement must not be the pursuit of excellence at the expense of equity. Research confirms that young people learn in different ways.

If schools - and their students - are to succeed, schools must develop greater flexibility in their teaching methods even as they strive to develop a challenging core of common learning. Whether aiming for college or the workplace, instruction that builds thinking skills, rather than reliance on rote memorization, and that emphasizes experiential learning and cooperative work strategies best prepares young people to succeed in a complex world.

There should be citizenship through service. All 16,000 school systems should either make community service for credit an integral part of their education programs or require a specified amount of such service as a graduation requirement. Youth service connects young people to the real world, to activities that adults care about. Anytime any of us do something that others, whose approval we seek, think is important, we are likely to do it again and again. Finally, youth service helps equip young people to be productive workers. Every genuine employability skill that is a priority for most employers - punctuality, teamwork, discipline, following directions, accepting responsibility -is present in any decent youth community service assignment.

Young people want and need adult support especially from their parents. Community support and the active participation of employers to provide adequate child care and after school care, parent education and counseling are needed to help families guide the development of young people.

Until major changes occur, we continue to need 'added chance' opportunities for those who are out of school and out of work. A combined strategy of preventive and remedial services are important and its fundamental elements are already in place - Head Start, Chapter 1 educational services, Job Corps and the Job Training Partnership Act. These programs need to be strengthened. For JTPA, the report calls for greater incentives to encourage local programs to exercise their option to adopt alternative performance standards that stress academic attainment and dropout prevention measures, rather than the most immediate goal of job placement.

Suggestions for JTPA

JTPA is likely to be revised during the 101st Congress. Oversight hearings began near the end of the 100th Congress, both Senator Simon (D-IL) and Representative Hawkins (D-CA) have introduced amendments. The JTPA Advisory Committee published in April, *Working Capital: JTPA Investments for the 90's'*, outlining 28 recommendations for possible changes in the focus of JTPA. The Administration is also working on a proposal.

Many of the changes focus on the need for greater education and training to ready individuals with several barriers to employment for the workforce. These changes will mean that JTPA provides more in-depth training to fewer individuals, so the recommendations also include sharper targeting of funds and a call for greater involvement of all the local players to develop human resource plans and programs. Education is

specifically mentioned as a necessary player and both the Simon bill and the Administration's proposal would require JTPA and education agencies to develop formal agreements.

S.543, Job Training Partnership Act Youth Employment Amendment

This bill, introduced by Senator Simon (D-IL) on March 8, is the product of many recommendations from the entire job training system. In his opening statement, Senator Simon stated that

> "In this bill I emphasize education as the foundation for providing training and employment opportunities. Educating America's future work force reaches beyond the classroom. I fully recognize that it is not the responsibility of the JTPA program to educate our workforce - we spend hundred's of billions of dollars on an education system, that in many cases and in many areas, is failing. We are not addressing the reform of our education system here, nor am I going to address it in my bill. But, we must still address the problems of the workforce that we have now. It is an unfortunate necessity, but it is one that the JTPA program cannot ignore."

To provide the remediation necessary, Senator Simon proposes a series of changes within JTPA.

Create a separate, year-round youth title. The 40% youth funding now located in Title IIA would be shifted to Title III, an additional $150 million would be added to the title, and the program would become a year-round program. To address concerns of the 'forgotten half', the definition of youth is changed to those youth age 16-24.

The year-round program would provide **different services to in-school, drop-out prone youth and to school dropouts or out-of-school youth.** Drop-out prone youth are defined as youth at-risk of dropping out or academic failure; high absenteeism in addition to poor grades; teen parent; limited English; juvenile offender; or educationally and economically disadvantaged.

In-School youth could receive combined basic and life skills instruction and summer work experience; enriched basic skills and study skills training; supplemental school year activities; and pre-employment, socialization and behavior skills training. **Out of school youth** would receive specialized outreach; basic skills training; occupational skills training; job development and placement assistance; work readiness and life skills training; post-program follow-up; and supportive services.

Programs are to provide **special consideration to youth with 'severe disadvantages'** - school drop-outs, students with poor academic and attendence records, students eligible for school lunch or Chapter One program, pregnant or parenting teens, handicapped youth, limited English proficient students, recipients of public assistance or juvenile and other youth offenders. The 10% window is to be used for youth who fit in two or more of these categories and an additional 5% can be enrolled through the window if approved by the Governor.

SDAs operating a year-round program **must develop linkages with local education agencies** to ensure programs supplement existing programs, existing services are utilized to provide services, and an information sharing process on literacy level and enrollment status is created.

HR 2039, Job Training Partnership Act Amendments of 1989

Rep. Hawkins (D-CA), chair of the House Education and Labor Committee introduced his version of the JTPA Amendments on April 18. In his introduction, he stated,

> "JTPA has failed its primary mission as envisioned by its original sponsors: to train adults and youth, particularly those who are most in need and who are unprepared to compete in the labor market."
>
> "This bill does not undermine the stability of the current JTPA system. It essentially leaves the existing structures in place. But by improving targeting and creating a separate, year-round program for youth, it does change existing policies relating to who is being serviced by JTPA, the types of services being provided and the outcomes expected under the program. In my view, the intended recipients of JTPA services should be economically disadvantaged adults and youth with the greatest barriers to employment who are most at risk of failure in the job market."

Some of the proposed changes that would have impact on JTPA/Education linkages include:

- Developing a new **Title IIC - a year round program for youth.** Title IIB would remain as a separate summer program. Title IIC requires that 50% of the participants be out of school with priority given to dropouts. Priority is to be given to in-school participants who are at risk of be coming dropouts, in need of school to work transition assistance, are parents or have limited English language proficiency. Funding would be set at $900 million for Title IIB, $1 billion for the new program and $1.1 billion for Title IIA.

- **State set-asides** would be taken out of both Titles IIA and IIC but are limited to the 8% education set-aside, 3% for incentive grants and 5% for state administration.

- **At least 50% of the adult participants must be economically disadvantaged and have:**

  - reading or math skills below the 8th grade level.

  - a history of long-term dependency on welfare.

  - a substantially limited or unsuccessful work history.

- New **positive outcomes would be developed for adult programs** -attainment of basic education, GED, and employability enhancement.

Youth Legislative Proposal - U.S. Department of Labor

Secretary of Labor, Elizabeth Dole, introduced a new youth legislative proposal for JTPA on May 11. Introduced at hearings held by the Senate subcommittee on Employment Productivity, the new proposal is still in outline form but an actual bill is expected by the end of May or early June.

The proposal includes several components linked directly to concerns about JTPA and education:

Requires JTPA and education agencies to develop formal agreements as well as requiring linkages with other agencies.

Adds **basic skills achievement measure** to the performance standards

Requires that all participants be **assessed** to determine services both wanted and needed.

Adds **state incentive grants** to encourage states to adopt policies and action strategies for at-risk populations.

Working Capital: JTPA Investments for the 90's The JTPA Advisory Committee Report.

In some ways, all of the 28 recommendations made by this advisory committee impact on JTPA's role and involvement with education, but some specifically address the concerns.

Recommendation: Collaborative Efforts among schools, business communities and JTPA to keep at-risk youth in school and get out-of-school youth back in school or in training programs would be encouraged through incentive awards, technical assistance and joint planning requirements.

In explanation, the report says that redirecting and improving the use of JTPA resources for such at risk youth will require a variety of approaches and changes:

Greater flexibility for SDAs in offering the kinds and duration of services that youth require tobecome effective and lifelong workers.

Greatly reduce emphasis on low cost and high job placement rates as measures of success.

More active leadership from federal and state levels, including the use of incentives and special project funds for SDAs with high proportions of at- risk youth, and for those who undertake innovative and substantial collaborations with the schools, local business and community institutions.

Creation of a more formal commitment and structure to promote the packaging and replication of effective service components or program approaches.

In short, to meet the challenge of strengthening the labor market prospects of at-risk youth, JTPA must extend its capacity beyond the usual division into summer and school-year programming and beyond the usual distinction between schools, employment/training and social services. Collaborative, multi-service strategies should be JTPA's aim, and JTPA should have the flexibility to provide whatever services are necessary to bring youth into the labor market.

This argument is strengthened through two other recommendations the report makes:

Recommmendation: An intermediate competency measure should be added to more effectively support basic skills remediation for adults.

Recommendation: The current JTPA Title IIA and IIB structure should be changed; creating a comprehensive at-risk youth title for the provision of year-round services to both in-school and out-of-school youth between ages 14-21 and an adult title serving those 22 years of age and over.

Finally, the report offers a recommendation for a structure for accomplishing its goals:

Recommendation: At all levels of Government, public/private partnership institutions should be

created or expanded to become responsible for the collaborative policy development and planning needed to build a more coherent human resource delivery system.

The report also calls for more targeting of services by having funds follow those who are eligible, enrolling a substantial number of individuals who face additional barriers, and providing diagnostic assessment and assignment process with a mix of services individualized to address participant needs.

MAKING 'EDUCATION FOR WORK' HAPPEN

JTPA stands on the brink of changes - facing lots of challenges. To effectively address a harder to serve population, provide longer term services and focus on some of the assessment and curriculum changes required, JTPA must look to the other resources available in the community, especially education.

There are 3 key issues JTPA faces when dealing with education for work:

Coordination (or, the new word being used - collaboration).

Education/training for work that focuses on the basic skills needed for employment.

Understanding the **barriers** so they can be overcome.

COORDINATION

Lawrence Neil Bailis, consultant with James Bell Associates, Arlington, VA did a literature review of the JTPA role in state and local coordination activities for the Employment and Training Administration. A November, 1988 draft outlines some important information concerning coordination between JTPA and Vocational Education.

Definition of Coordination

Coordination is the means to decrease an organization's unit cost of accomplishing an important service goal (e.g. reaching selected target groups, providing effective services and/or making them accessible and available at minimum burden to clients) through collaboration with orther organizations.

Successful coordination requires:

Perceptions of self-interest in coordinating
Common or shared goals
Administration arrangements to promote coordination
Past history of cooperation
Personal and inter-personal factors

Barriers to Coordination:

Institutional fragmentation
Different goals, purposes, clientele and funding streams/cycles
Absence of line authority or control over programs with whom JTPA would like to coordinate
Bureaucratic barriers and 'turf issues'
A lack of coordination at higher levels of government that hampers efforts to coordinate at the local level.
Information specifically on coordination between vocational education and JTPA is not consistent on

Information specifically on coordination between vocational education and JTPA is not consistent on how successful that coordination has been. The *Vocational Education -JTPA Coordination: Second Annual Report* done by the National Center for Research in Vocational Edcuation in 1988 states that:

> "In most SDAs, the two systems appear to be working together fairly well ... Almost all (97%) of the SDAs in this country engaged in some type of collaborative effort with public vocational education institutions during the program year that ended in June 1987."

The National Commission for Employment Policy was less upbeat in *The Job Training Partnership Act - A Report by the National Commission for Employment Policy*, released in 1987:

> "Limited evidence makes assessment of coordination between JTPA and public education agencies at the State level difficult, although the few studies that are available indicate that it could be improved....Preliminary findings from the [National Center for Research in Vocational Education] study indicate that there is little joint planning, other than that required for administering the 8% setaside funds."

The Legal and Fiscal Disjunction between the Carl Perkins Vocational Education Act and the Job Training Partnership Act released early in 1989 by the National Commission for Employment Policy, points out different definitions of disadvantaged and limited sharing of information about program requirements or changes in those requirements between the two systems limits the ability to link. For instance, the Department of Education decided that PICs could be defined as a community based organization for the purpose of receiving grants under Carl Perkins, but this information was never published in the *Federal Register* - only in a program memorandum sent to State directors of Vocational Education and State Councils on Vocational Education.

Finally, the Bailis Literature Review outlines recommendations for changes to promote coordination at the federal and state level, but when it comes to the local level can only say:

> "The JTPA research literature and the related literature on human service agencies provide little guidance in terms of directions for reform at the local level. Much of the literature discusses the importance that one or two committed individuals can make in promoting coordination, but the track record on coordination between JTPA and specific agencies seems idiosyncratic, without any obvious patterns."

> "For the most part, the legislative and regulatory framework that human services officials work within is shaped at the federal and state levels, and these are the most fruitful areas for institutional reform. Given this situation, it would seem as if local level reform efforts would need to focus on effort to encourage local officials to take advantage of the options for coordination that already exist - through such activities as education and technical assistance."

What exactly is JTPA's role - a local decision

It is hard to accept the conclusion about the local level from the literature review. While the patterns may not be consistent, there are many models of productive coordination that already exist at the local levels that do not draw only upon structures set up in the law but create their own methods of linking together players from JTPA and education. While it is true that coordination will be made easier with the same definition of disadvantaged, simplier methods of eligibility and a commitment to coordination for human resource programs at the Federal/State level, important coordination efforts are already producing good

results in many areas. The variety of needs and concerns across the country still means that local control to determine how to best target scarce resources and to determine what resources are available and what additional services are needed can lead to the best programs.

A special **DOL Region V Youth Performance Management Task Force**, brought together by the Regional office and assisted by Brandeis University's Center for Human Resources, provides an excellent outline of local coordination.

- Begin with the issues - not the act. Define common interests, organize agencies around a set of issues, and develop broader state (or local) strategy for serving at risk youth (or adults).

- Coordination must have a goal. There must be a clear rationale and readily identifiable benefits.

- Coordination is based on collaboration. Coordination does not take place easily or quickly and it rarely takes place solely as the result of a written policy. It must reflect a broader commitment to collaboation and an awareness of the need to address a variety of often substantial barriers.

- Change must be supported on several levels. Institutional change - in terms of redefined goals, shared resources, new service and new delivery structures - is most likely to take place where policy, planning strategies, and operating systems are all moving in the same direction.

- State Level Coordination is key. While the coordination that takes place on the local level has the most immediate impact on service delivery, the lack of agreements among state agencies is one of the most critical barriers to the successful creation of localities.

The report, *Working It Out*, is an excellent resource book, with ideas to cover a variety of concerns. Check the resource section, page 34, for more information on the report.

The success factors identified in the literature review, page 11 also provide a good framework for a discussion of coordination for JTPA and Education.

Perception of self-interest in coordinating.

All the education agencies that service individuals who are also serviced by JTPA (Adult Education, Vocational Education, Secondary/Elementary Education) face challenges that JTPA can assist the agency to address. These include students who are potential drop-outs who may need to have education provided to them in terms that seem more relevant - i.e. linked to work; older adults who need remediation/basic education to re-join or effectively compete in the labor force; non-college bound youth who are both educationally and economically disadvantaged and need assistance to both start and complete vocational training.

Linking with JTPA can also help education agencies bring more students into their schools, increasing their student numbers used to determine funding levels. JTPA can also provide direct funds both by paying for individual slots and through the 8% money.

For JTPA, education has the training capability, assessment and curriculum skills necessary to address special populations. Also by linking resources and sequencing services through education, JTPA can often provide longer term training to those who are at-risk. JTPA faces more pressure to provide both a remedial and preventive role for youth and faces many remedial challenges with adults and education can help.

The **Western Missouri PIC** saw a need to create an education consortium with members from all

the education agencies in the SDA. This consortium opens the way for cross communication on the needs and concerns of both players. It has lead to over 20 programs for special groups being located in both secondary and vocational technical schools throughout the SDA.

Common or shared goals

Education and JTPA can identify target groups to serve which have been identified as a local concern (or that has been identified as a state/federal concern) and by working together create the best way to provide services. As with any attempt to link services, it is best to outline the role and concerns of each before the program begins.

Building Market Driven Systems for Recurrent Vocational Education and Job Training by Dr. Robert Sheets, Center for Governmental Studies, Northern Illinois University, is a paper being prepared for a conference on 'A More Productive Workforce: Challenge for Post-Secondary Education and its Partners'. This Conference is sponsored by the National Governor's Association, The American Council on Education, the Council for Adult and Experiential Learning and the College Board. The paper points out three types of coordination.

Policy coordination focuses on the type of programs/services that coordination wants to bring about.

Administrative coordination focuses on the way coordination is developed - i.e. reciprocal agreements, work plans, non- financial contracts.

Case Management or Service Delivery coordination focuses on the way services will be provided to the participant -which agency will provide assessment, training, supportive services etc.

While most people focus on administrative coordination, it is really policy and service delivery coordination that is the most important.

In **Portland, Oregon**, community leaders saw that to address the high unemployment rates among minority youth required pulling together local elected officials and leaders in the business, education and human services communities in a Portland Roundtable. This Roundtable uses staff donated from each of the roundtable members' organization to implement a 10 year action plan that includes concerns about education at all levels. One of its goals is to provide youth with basic academic skills, knowledge about the working world, and the self-confidence and work maturity needed to be employable.

Administrative arrangements to promote coordination

JTPA has money as one of the greatest incentives to coordination available, both through the 8% set aside and through Title IIA and IIB programs. Funding flow and control can be an administrative way to 'force' coordination. In the past in **Texas**, the 8% funds were provided to the SDAs, who had to use it to develop an education subcommittee of the PIC with business, education and community organization representation, develop an education plan for the SDA and link with their local education agencies to provide services. The linkage created many special and needed education programs for school dropouts, remediation services, and in-school programs.

The other two key factors are much more dependent on local conditions and history - past history of cooperation and personal/inter-personal factors. But both of these factors are extremely important to remember when developing coordination at the local level because they can create the need for more attention to the political aspects of the situation.

EDUCATION/TRAINING FOR WORK

Another piece of this debate is the question whether the concerns about education for work means any change in approach to the services JTPA provides at the local level.

Improving Workplace Skills: Lessons from JTPA, a white paper developed by the Center for Remediation Design (CRD) and the Comprehensive Adult Student Assessment System (CASAS), discusses the importance of focusing not on 'remediation' in the traditional sense but remediation related directly to work. It provides significant findings from several research projects:

Susan Berryman in *Breaking Out of the Cycle:, Rethinking our Assumptions About Education and the Economy* defines at risk youth as those who don't do well in a traditional learning environment because it is geared towards preparing students for jobs that are highly academic in nature. It overlooks the fact that at-risk students cannot or do not see themselves working in this type of environment. Therefore school and instructor become unimportant to them.

Cast-Off Youth: Policy and Training Methods from the Military Experience discusses Project 100,000, where the military accepted up to 100,000 youth who had been rejected because of low-aptitude test scores. The study found that a functional content learning program should:

- Let students know what they are learning relates to the purpose of their training.
- Develop new knowledge based on what one already knows.
- Design lessons that build on prior knowledge.
- Integrate basic skills into technical or academic content so students can build competency to transfer to other settings.

Jackie Resnick, researcher at the University of Pennsylvania, summed up the differences between school based learning and what needs to be learned for employment as:

- schools focus learning on individual cognition not cooperation.
- schools stress pure thought, not use of tool aided learning.
- schools emphasize the manipulation of abstract symbols, not of objects and events.
- school learning is generalized rather than situation specific learning required for on the job competency.

CRD and CASAS are working on a 6 state project that utilizes tests and curriculum identified by CASAS for functional literacy. The study has found that labor market needs are similar among SDAs within a state, but are different state from state. However, through creation of tests for the six states, it is expected that a set of systems for assessment will be available that account for subtle regional distinctions.

The criterion tests are more relevant to this concern of education for work because they do not test for grade level but for skills acquired, therefore identifying the specific skills needed to move on. (However the test scores have been identified to allow JTPA to answer the below 7th grade reading level question on the Annual Status Report or JASR.)

FIGURE 2
Three-Tiered Youth Development Model with Sample Assessment Level for Pre-Employment/Work Maturity and Basic Education Skills

TIER	Sample/Estimates Assessment Level		Competencies Addressed	Appropriate JTPA Services	Sample Outcome(s)
	Grade Level	Criterion Ref. Scale Score (CASAS)*			
Employable • succeeded in school • some work experience • acceptable habits and attitudes	12th Grade 9th Grade	250 225	High level job search competencies (self-directed)	• Career awareness • Job search • Placement • Estimated duration of training 40-200 hours	• Entered employment • Estimated cost = $1,000-$2,500
Nearly Employable • weak school records • no diploma or GED • little or no work experience	9th Grade 7th Grade	224 215	Pre-employed/work maturity Basic Skills Intermediate Level	• Classroom training • Worksite training/TOE/OJT • Estimated duration of training 500 ± hours	• Entered Employment • Enhancement • Estimated cost = $4,000 - $5,000
Pre-Employable • high risk youth • school dropouts • unemployed/negative work experience	7th Grade < 3rd Grade	214 200	Pre-employment/work maturity Basic Skills Basic Level	• Basic skills remediation • Rigorous worksite training • Estimated duration of training = at least one full year depending on goal/exit point	• Move up tiers to employable, ultimate to obtain job as well as enhancement at each level • Estimated cost = $5,400-$10,000

A schematic such as this helps raise several pertinent operational questions all of which can be asked and answered on the local level, and all of which help determine how you measure up within the performance management system as you increase services to at-risk youth.

21 • See Michigan paper for full explanation of CASAS criterion referenced assessment tools as well as an explanation of their outcome performance plan.

Another key component of the process is that individuals are not considered disadvantaged due to demographic characteristics but based on their skill levels. A three tier system identifies individuals (all youth in this project but not limited to that) as pre-employable, nearly employable and employable. The chart on the other page provides a fuller explanation of this system.

This process creates a new way to look at services provided to participants, allows for linkages at different levels and allows for a mixture of services provided for the 3 levels of individuals.

There are some concerns raised by both Lori Strumpf, CRD and Susan Curran, Brandeis University, when they speak of this new direction.

- It requires major changes in approach to training, contracting and assessment both for the SDA and subcontractors.

- It is not 3 separate systems - but one program that should provide a mix of services for all 3 levels of individuals. A key factor to remember is that interaction between the youth (and adults) provides role models that are helpful.

- the system should be flexible and varied in program mix; provide the capacity for longer term programming, represent an integrated and collaberative approach requiring a mix of work and basic skills on at least two levels; and organize services in a logical sequence.

BARRIERS

The list of possible barriers included in different publications about various programs sounds very familiar: different definitions; concerns about contracting; and misunderstandings about each system's goal and methods. There does not seem to be any unique barrier between JTPA and education that must be overcome.

A group of youth practitioners from several agencies in Wisconsin developed this list of barriers.

- A symptom specific approach rather than a holistic approach to resolving youth problems.

- A lack of common goals, values and assumptions.

- Lack of agreement on measures of success for youth.

- Turf protection and competition for credit for program outcomes.

- Failure to take ownership for coordination among agency staff and lack of incentives for initiating coordination.

- Lack of knowledge about other programs and resources and lack of understanding of organizational structures.

- Problems with confidentiality and access to information about youth.

- Personnel resources which are under funded and under staffed.

- Lack of collaboration within an organization.

- Conflicts in state and federal legislation resulting in conflicting administrative requirements.

- Lack of a common data base about youth being served.

For JTPA, education is probably one of the most logical agencies to work with directly. Most SDAs already have a series of contracts with schools to provide at least individual training slots. Schools have the skills and knowledge important to provide the training needed. JTPA's greatest challenge is to bring the education agencies together as equal players, together define the goals of training, decide what resources can be linked to reach the goal and accept the creativity team work provides.

THREE MAJOR EDUCATION PLAYERS

One of the key messages in all of the discussions about improving the human resource development capability is that all of the players in a local community must take part. Local education's roles, expertise and resources, whether elementary/secondary, post-secondary or adult education, are important to identify and to link with other programs in the community.

In many areas, there are already many linkages in place. Others still need to understand better the type of programs and resources that can be used. There are also many legislative changes in education programs that have occurred recently or are being debated right now.

This section includes some brief description of the three major players - vocational education, adult education and elementary/secondary education. It provides a brief introduction to the type of programs that are available from the federal level. There are, however, some key points to keep in mind.

- **Federal Funding is a small portion of the funds available for education.** While federal programs provide some direction for programs and changes beyond the limited funding (only approximately 4% of the total spending for education), the majority of funding is from the local and state levels.

- **Some of the programs authorized are not funded.** The programs for worker retraining outlined for community colleges in the Trade Act were never funded, the Workplace Literacy and English Literacy grants are not included in the FY 90 Adminstration's Budget proposal, and the same is true for many other new programs.

A listing of the various programs, Regional Education Representatives and the proposed FY 90 Education Budget are included as Attachment A.

VOCATIONAL EDUCATION

The Carl Perkins Vocational Education Act must be reauthorized by September 30, 1989, to continue to be in place. This means that discussion, reports and proposals are flying furiously to both reauthorize and reshape Carl Perkins. Whether these changes will happen in time, or a simple bill just extending the authorization date (HR 7) will be adopted to allow the debate more time, is still up in the air. The House passed its version of Carl Perkins Amendments, named the Applied Technology Education Amendments of 1989, 402-3 on May 9. This fast action may mean that a more complete bill will be ready in time.

The Senate Education, Arts and Humanities subcommittee (the Senate Labor and Human Resources subcommittee responsible for reauthorization of the Carl Perkins Amendments) is not expected to take up reauthorization until Autumn. They will introduce a bare bones bill, possibly hold hearings and already know that they will have to go to conference with the House.

Concerns raised about Vocational Education

In testimony before the House Subcommittee on Elementary, Secondary and Vocational Education, which held a series of hearings on the Carl Perkins Act, both the U.S. General Accounting Office (GAO) and

the National Assessment of Vocational Education (NAVE) pointed out some of the problems with Carl Perkins to date.

- Targeting of the fund to areas with the largest number of economically disadvantaged is limited.

- Matching funds requirements have often lead to wealthier districts receiving more funds.

- Drop out rates among post-secondary vocational students is extremely high. For blacks, 51% leave without a diploma or certificate.

- Set Asides (specific percentages of funds designated for such groups as handicapped, displaced homemakers etc.) often do not match the population or needs of the state.

- Program improvement grants are usually spent on equipment only.

In remarks on the education agenda made the opening day of the 101st Congress, Representative Hawkins stated there were three major issues that would have to be faced.

Improvement in Quality. Vocational education enrollments are rapidly declining. If vocational education is to be part of a secondary school curriculum, it must be improved in quality and tied in much more closely with academic course work.

Better coordination between high school and community college vocational and technical courses. Our country badly needs technicians and other trained personnel. We cannot waste resources by having high schools and community colleges offering differing programs which are not part of a coordinated path towards technical proficiency.

Equity of Access. We have to ensure that equality of opportunity and access for vocational education programs is made available to all our citizenry.

Preliminary studies are showing that the numerous requirements in the act are frustrating school personnel and are not as helpful as they could be in assisting school districts in operating efficient and up-to-date programs.

Amendments to Carl Perkins

The full House Education and Labor Committee approved a major amendment to Carl Perkins Vocational Education Act in less than two hours on April 25. The final bill, which extends authorization of the programs until 1995, was approved overwhelmingly on May 9 by the full House.

The bill would change federal funded vocational education programs in some significant ways and also includes major changes for JTPA.

- Renames Vocational Education programs to Applied Technology Education programs.

- Creates one State Human Investment Council to coordinate and provide oversight to Applied Technology education programs, JTPA, Adult Education, Rehabilitation programs and the Employment Service. In an amendment adopted in the full House mark-up and offered by Rep. Pat Williams (D-MT), the precise make-up of the Council is outlined.

  - 30% of the members are to be from business and industry including members of local PICs.

- 30% from organized labor and community based organizations.

- 20% to include the chief administrative officer from each of the state agencies primarily responsible for administration of an applicable program and other members appointed from representatives of the state legislature and organizations.

- 20% from general local government consortia of such units, representatives of local education agencies and postsecondary institutions, and individuals with specific knowledge and qualifications with respect to the special education and career development needs of members of special populations.

• **Authorizes $1 billion for state grants and national programs,** authorizes $15 million for community based organizations, $40 million for consumer and homemaking education, $30 million for career and guidance counseling, $20 million for business-education partnerships, $200 million for tech-pre-education, and $100 million for facilities and acquisition of equipment.

• Instead of set-asides (specific percentages of funds that must go to target groups) there is a **basic state grant,** requiring the state board to assure access to the programs by special population students.

• **Requires state grants be distributed based on a formula.** For secondary schools, it is based 70% on local area Chapter One students, 20% on percentage of handicapped students and 10% on size of the school. For postsecondary schools, it is based 70% on Pell grant recipients, 20% on vocational rehabilitation students and 10% on the size of school.

• Requires statewide system of **performance standards and measures** to be developed within 2 years. The system should assess learning and competency gains and one or more of the following performance measures, competency attainment; job work skill attainment or enhancement

•The **sex equity** program and programs for **homemakers, displaced homemakers and single parents** is to be administered by the State in a request for proposal competitive grant basis. Not less than 70% of the money is to be spent on displaced homemakers and not more than 30% on sex equity.

• **Tech-Prep Education.** This new program in the Carl Perkins Title IV (National Programs) provides grants with phased out funding (100% first year to 50% last year) to provide tech-prep education.This is defined as a combined secondary and postsecondary program which leads to an associate degree or 2 year certificate; provides technical preparation in at least 1 field of engineering technology, applied science or mechanical, industrial or practical art or trade; provides competence in mathematics, science and communications; and leads to placement in employment. Funding would be authorized at $200 million for the first year.

A section by section summary of the bill is included as Attachment B.

ADULT EDUCATION

Adult education programs include three main areas - Adult Basic Education which includes remediation and literacy training; English as a Second Language; and Adult Secondary Education which includes GED and other education leading to high school credentials. To give an idea of how diverse these programs are, authorization and funding comes from several different laws including PL 100-297, the Hawkins Amendments passed in 1988; Appalachian Regional Development Act of 1965, PL 89-4, as amended; PL 95-511 amendments to the Elementary and Secondary Act of 1965; PL 99-498 Higher Education Amendments of 1986; Higher Education Act of 1980; Education of the Handicapped Act, amended by PL 93-380; and many more.

Current Programs

The Division of Adult Education (US Department of Education) recently released a report on exemplary adult education programs. It summarizes the Department of Education Secretary's thirteen Award Program Winners and Finalists. All of these programs provided a wide range of adult education ranging from literacy, pre-employment training, GED instruction, survival skills, ESL, computer based curriculum, open entry/open exit classes, and night and weekend classes. Seven of the programs mention their connections with JTPA.

The amendments included in the Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988 included two new grants for Adult Education - Workplace Literacy and English Literacy. The amendments also lowered the federal match for adult education programs from 90% in FY 89 to 85% in FY 90, 80% in FY 91 and 75% from FY 92 on.

A summary of state profiles of adult secondary education, done in 1988, shows that 850,000 people participated in programs, 186,093 (21.8%) passed the GED test and 43,495 (5.1%) received an adult high school diploma. Almost all the funding for Adult Secondary programs comes from state dollars. In FY 85, the federal government provided $8.5 million, states $89.2 million. As with most of the education programs, it is really state and local funding that keeps education programs going. Therefore, coordination efforts at the local and state level are very important.

The same act that included the new Title III program for JTPA, Omnibus Trade and Competitiveness Trade Act of 1988, also included many new education programs. For adults it also included workplace literacy grants to go to Business, Industry, Labor and Education Partnerships and English Literacy grants. It also required coordination of literacy programs through the Adult Education Division.

It also set up an Adult Training, Retraining and Employment Development program that is to expand and improve vocational programs designed to meet current needs for training, retraining and employment development of adults who have completed or left high school. The programs include upgrading programs for workers to help them adjust to changes in technology or work requirement; quick-start customized training for new or expanding industries; entrepreneurship training programs; recruitment, job search assistance, counseling and remedial programs especially targeted to women, older workers, disadvantaged and others. The grants pay for 50% of the cost of the programs, require business involvement in planning, designing, operating and monitoring the program. This program was never funded.

Other grants include industry-education partnerships, demonstration programs for technological literacy, student literacy corps that use post- secondary students for literacy training and several programs focused on competitiveness concerns - international business education, technology transfer and more.

New Directions

The Illiteracy Elimination Act of 1989 was the focus of hearings held by the Senate subcommittee on Educaation, Arts and Humanity May 18. The proposed bill would establish three national organizations to focus on concerns - a federal Cabinet Council to bring together federal departments to develop a coordinated approach, add an Office of Literacy in the Department of Education and authorize a National Center for Literacy. Other concerns addressed int he bill:

Increases authorization for the Adult Education Act, raising the authorization to $700 million by FY 1994.

Increases the workforce literacy program authorization to $50 million (this program is not included in the Administration's FY 90 budget).

Authorizes $50 million for the Even Start program and $10 million for a Families for Literacy program to focus on the need for intergenerational literacy training.

Funds several volunteer programs for literacy training.

Funding continues to be a major problem for Adult Education. Testimony given by Dr. Theodore Wischropp, President, Seward County Community College, Liberal, Kansas for the American Association for Adult and Continuing Education pointed out that FY 88's appropriation of $160 million was the largest ever received by Adult Education, but that there are still waiting lists in many areas. Seventy-five percent of those served in adult literacy programs last year received their training through schools and community college programs funded by Adult Education. Volunteer literacy programs served 5%, and the additional 20% were served by business and industry, libraries, prisons, and other community based efforts.

Dr. Wischropp also raises the concern that not all participants in literacy programs are there for job-related skills. Adult Education should continue to have the necessary flexibility to enable people to reach individual goals relating to literacy and not just become an adjunct to a job-related program.

ELEMENTARY/SECONDARY EDUCATION

The Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988 included a wide number of new programs and changes in programs for elementary and secondary schools.

Some of the highlights include:

Chapter One: This program is the main program designed to provide additional assistance in education, including basic reading and math, to economically disadvantaged children. The law states Chapter One's purpose as:

> To improve the educational opportunities of educationally deprived children by helping such children succeed in the regular program of the local educational agency, maintain grade-level proficiency and improve achievement in basic and more advanced skills. These purposes shall be accomplished through such means as supplemental education programs, school wide programs and the increased involvement of parents in their children's education.'

These formula grants were authorized until 1993. The formula is based on the number of children

from families with income below the poverty level. A local education agency (LEA) must have at least 10 such children to receive any grant. The money is used to support professional and paraprofessional staff salaries and bonuses, related nutrition, health and social services, staff training, instructional materials and supplies, essential equipment, selection of children who will receive services, project planning and evaluation and reimbursements to volunteers for projected related expenses.

Concerns that these funds are not reaching schools with the greatest needs lead to the createion of concentration grants though they had not been funded in many years. This law requires that any appropriation funds above $3.9 billion for Chapter One must be used for concentration grants which go to schools with either 15% or over 6,500 students eligible for Chapter One assistance. If appropriations go above $4.3 billion the 10% of the funds are to go for these grants. These grants were included in the FY 89 appropriations and the Administration's FY90 budget.

Some special programs included in Chapter One with this bill were an Even Start program to serve children age 1-7, dropout prevention and basic skills improvement programs for secondary schools with funds to go to LEAs with the greatest numbers of economically disadvantaged students and dropouts, and special programs for Migrant, Handicapped and Neglected children.

Chapter Two: These programs provide funding to develop new programs, meet educational needs of at-risk and high cost (those who need additional, often costly, training) students, provide innovation, educational improvement and support for library and instructional needs through grants to states and local agencies.

Special grants included in this law (which is over 430 pages long and includes over 40 programs) are the STAR schools, using satellite technology for instruction - also included in the Trade Act; bilingual education; women's education equity; magnet schools; drug education and much more.

Within the Trade Act several programs are included for secondary students - an education for Employment demonstration program aimed at secondary students but funded under Carl Perkins; Education Partnerships to develop partnerships between elementary/secondary schools, business and universities funded through the Higher Education Act; School Dropout demonstrations for prevention, re-enrollment and data collection on who is dropping out; instructional programs in technology education to focus on skills needed for the new technology.

DIRECTOR'S DIALOG

What sort of education/remediation programs are being provided by your SDA?

Thirty percent of our IIA programs are dedicated to education programs. We link with other remediation programs, paying not for the education but for job training, job readiness training and supportive services for individuals already identified as needing remediation. We provide extra staff for recruitment and other assistance to community colleges so they can serve more economically disadvantaged. We're working on adding or enhancing all our programs with basic skills either directly or through linking the program with libraries, volunteer groups or corporate sponsors who are involved in remedial education.

Our summer program provides developmental programs in education to over 75% of the youth participating. We are also starting to pair a community based organization with a community college (there are 3 in our area). The CBOs provide recruitment and supportive services while the college provides the needed education.

Mary Pepperl-Snyder, Northern Cook County PIC, IL

Our SDA is providing a range of services in the area of education. Almost all of our participants are involved in literacy or basic skills education. We offer GED, tutoring for youth and adult education.

Martha Pearcy, Western SDA, Van Buren, AR

We provide throughout the year training to help individuals receive their GED; Adult Basic Education for those who need remedial help and English as a Second Language (ESL). The summer youth program provides computerized math/literacy training that is written to provide direct work applications.

John Abnet, Chester County PIC, PA

Our Center for At-Risk Youth (CARY) program provides educational programs at the vocational education and community colleges (3 centers now) for youth at-risk of failing or drop-outs who want to return to a full time schedule.

The Basic Education Skills (BES) program is operated in seven sites and provides computer based instruction for basic remedial skills, with a focus on drop-out youth. An in-school youth program, in 11 sites, provides tuition for youth who do not want to go on to college to link them with a vocational-technical center. Project Ahead, designed for single parents/displaced homemakers, places these individuals in vocational- technical school or community college. It uses both JTPA and Carl Perkins funds to provide the longest training time. Vocational-technical schools and community colleges are also used for customized training and individualized referral.

We also have a rural assessment mobil center with laptop computers that was created through a cooperative program with the community colleges. It goes out to all the Vocational Technical schools and to each county Opportunity Center to provide a wide range of assessment opportunities. There are over 15 tests available. Our summer youth program provides basic and remedial training for youth who need it as a supplement, and they can earn up to 1/2 credit for the class.

A career exploration program during the summer for sophomores and juniors allows them to go through every program available in the Vocational-Technical schools in a tryout program where they get hands-on experience in each program.

Judy Kuhlman, Western Missouri PIC, Sedilia, MO

What coordination arrangements do you have in place with education agencies - both secondary and post-secondary? Are they adequate?

We have both financial and non financial agreements but we're trying to go to a more basic level. We try to be on area committees and meetings. We are starting to sit down group by group and strategize what more we could be doing. I find education is much more worried about the act than we are. They have ideas about what JTPA must do - short term training, etc. -that are not true.

By sitting down together, we have found we can do really creative things by pairing money. But its still not adequate - we should understand what education is offering, have education understand what we offer, and see what we can offer together.

Mary Pepperl - Snyder, Northern Cook County PIC, IL

I think the most impressive program we have in the remediation area is the summer tutoring program. We tutor 700 young people from kindergarten to eighth grade. The school identifies students that need help in reading or math. It is our job to recruit them for the program. We send a letter to their parents encouraging them to enroll their child. The young people spend thirty hours a week, three hours a day, five days a week for six to eight weeks in the program. We have been very happy with the results!

When working with the schools, I work with them one at time. The arrangements must be unique for each school.

Martha Pearcy, Western SDA, Van Buren, AR

The intermediate unit (a vocational-technical school for the high schools and for adult education) principal and college president sit on our PIC and we have formal contracts for activities in place, but other than that there are no formal agreements.

John Abnet, Chester County PIC, PA

We developed an education consortium which has all of the education players on it. It is important in a rural area to identify all the agencies that can provide services. Any time JTPA can utilize education, they are right there (through the consortium) and can be offered the chance to participate. We don't really know how to improve on the system we have in place expect to continue to progress as the opportunities arise.

Judy Kuhlman, Western Missouri PIC, Sedalia, MO

What do you see as JTPA's role in education?

That must be determined with education. As we talk, we have identified some goals.

- Decrease learning loss in the summer.
- Some support for extended remediation.
- Development program for junior and seniors where part of the high school education is done at the community college.
- Help schools provide more job experience, career exploration, and real world flavor.
- Get PIC/Advisory Committee/private sector more involved in schools and working with youth both through mentoring and role modeling.
- Continuim model of training assisting individuals through various levels of training - skills/ college/work.

Mary Pepperl-Snyder, Northern Cook County PIC, IL

I see JTPA becoming more and more education related. I think the two systems will have to work together. If we are going to train people for jobs, we must get to them early so they know the value of education. People need to be literate in order to be trained for a job.

Martha Pearcy, Western SDA, Van Buren, AR

JTPA can provide an information exchange from business to education and this needs to be better promoted. JTPA can find out what business is looking for in employees, both for now and the future, and translate that into training needs. For instance, the intermediate unit was having a hard time filling its electronic technical class, which had always been popular in the past. Business members on the PIC were able to point out that the lack of night classes and other flexible scheduling was one problem. Another was that the low unemployment rate (2.2%) meant that businesses were more willing to take individuals without the needed training and do the training in-house.

John Abnet, Chester County PIC, PA

Supportive. JTPA needs to acknowledge that it can provide additional support and programs that will influence youth to stay in school and that is our main objective. In all of our programs, we request assistance from education. We provide a framework, but ask them to use their expertise to create the best program.

Judy Kuhlman, Western Missouri PIC, Sedalia, MO

Both the advisory committee's recommendations and proposed legislation call for longer term training and more indepth assessment and services. What role do you see education playing in helping JTPA make these changes?

Education could help to provide assessment for individuals. Currently we use the school's reading and math assessment for summer youth. Schools could take that one step further and provide more indepth information and help us determine the best assessment tools for different types of individuals. Education can also assist in providing longer term training. We are just starting a demonstration to link JTPA funds and education funds to provide more long term training in the community colleges.

Mary Pepperl-Snyder, Northern Cook County PIC, IL

In my SDA I have a good relationship with the schools. I think they will offer their expertise in areas such as assessments so we can discover what skills the participants possess and where they are deficient.

Martha Pearcy, Western SDA, Van Buren, AR

Education will have a major role but some changes will be important. Our county has only a 2.2% unemployment rate so the individuals we serve lack basic skills and have other problems. We're moving to open entry/open exit and hope education will help us with that. The training has to be really flexible and longer. Our clerical class now takes 1 1/2 years. We start with the basics and include motivation and reading/ math skills.

John Abnet, Chester County PIC, PA

They can be supportive of JTPA. It was through the support of education agencies that we were able to pull together our rural assessment center. We know that more training is going to be required for at-risk and hard to serve youth. Continued supportive funding from Carl Perkins will make it easier to reach both youth and adults.

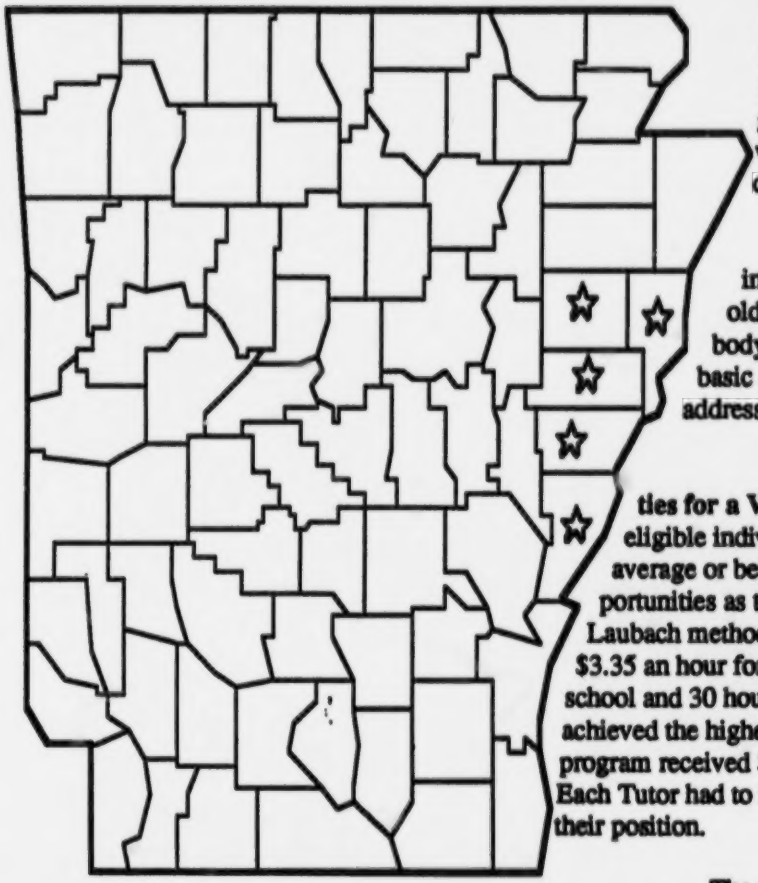
Judy Kuhlman, Western Missouri PIC, Sedalia, MO

RISE and MOVE, Eastern Arkansas PIC, West Memphis, AR

Pulling together funds from JTPA Title IIA, Title IIA-8%, foundation and private contributors, as well as in-kind match from the local school district and others, this special program trained JTPA eligible youth to be counselors for younger educationally at-risk youth.

"The idea came from the school district," according to **Sharon Williams**, director of the Eastern Arkansas PIC. "They wanted a way to recognize students who were doing well and thought it would also be good to use them as role models."

The program, awarded a Presidential Achievement Award in April, had two specific components. RISE (Remedial Education Strengthens Education) provided tutoring for 4-18 year olds who were identified by the school as being at-risk of academic failure (judged partly by failure to pass a state mandated Minimum Performance Test for 3rd, 6th and 8th graders). The program included tutoring during the school year and a summer academic and recreational program that combined daily 6 hour classes with special trips and swimming classes.



A special component included pre-school education for 4 year olds, who tested at 2.6 years on the Peabody Achievement Test, to help them with basic skills such as colors, shapes, name and address.

MOVE (Motivational Opportunities for a Vital Education) identified JTPA eligible individuals ages 14-18 who maintained a B average or better and offered them employment opportunities as tutors. They were trained in the Laubach method by local literacy councils and received $3.35 an hour for 10 hours of work per week after school and 30 hours during the summer. Ten tutors who achieved the highest grade point average while in the program received $50 savings bonds from a local bank. Each Tutor had to maintain a B average or better to stay in their position.

The program used Title IIA-8% funds to pay for the 14-15 year old tutors, Title IIA money for the older youth.

"Other tutor programs sometimes just pick JTPA kids without looking at grades," pointed out **Ms. Williams.** "But it is better to do recognition as well for good students. The motivation on both sides has been very good. Two students who fell below the B average requirement volunteered to keep tutoring while

they worked on their grades."

The program also reflects the importance of coordination. Funding and resources were drawn from eight federal, state or non-profit organizations. Many local businesses, churches and individuals also provided funds for the program. The program was done in a small community of 3,900 with high unemployment and high dropout rates. Over 325 students were tutored and 30 tutors were trained and employed. Some of these tutors were not JTPA eligible, but were paid out of non-JTPA funds.

The program is going to be the basis of the summer program in the five counties served by the SDA this summer. The next program the SDA and the many organizations involved hope to develop is SAVE a program to help youth get scholarships and go on to college.

For more information, contact Sharon Williams, Executive Director, Eastern Arkansas PIC, 206 Shoppingway Blvd., P.O. 1388, West Memphis, AR 72301, (501) 735-6730.

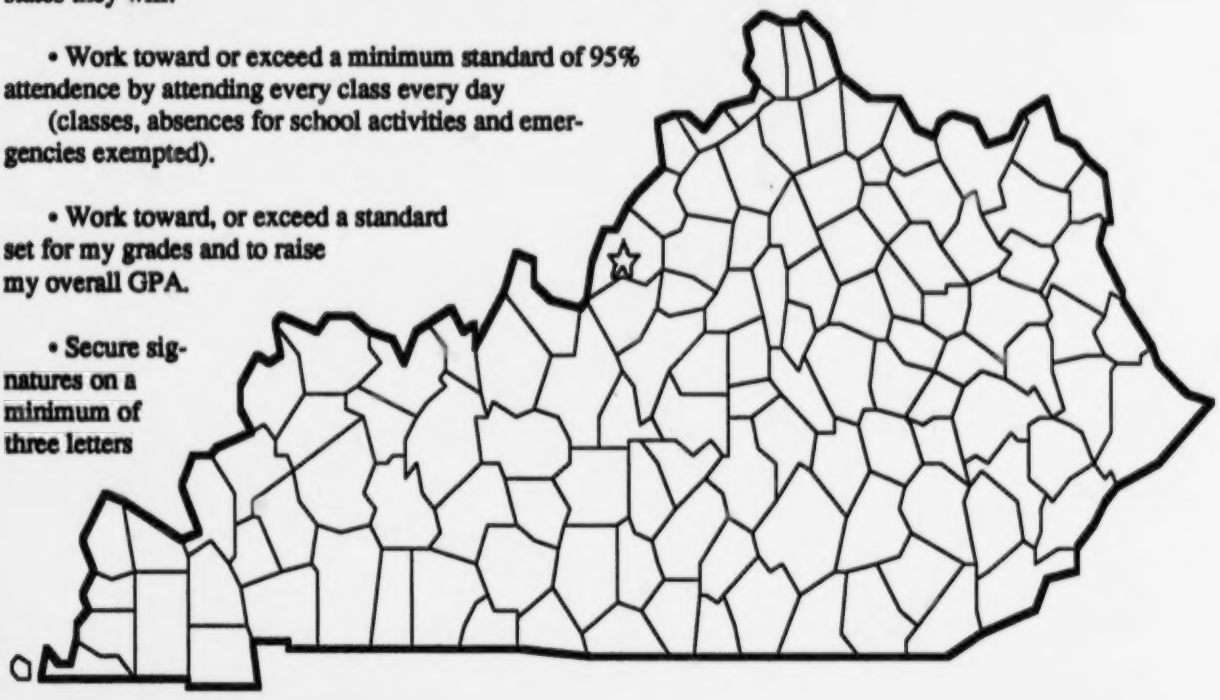
The Louisville Education and Employment Partnership, Louisville, KY

"We decided we should do it big or not do it at all," remembers **Roy Vanderford**, Executive Director of the Louisville PIC. "So we implemented the partnership systemwide - in 20 high schools."

The Partnership had its start 2 1/2 years ago as a replication of the Boston Compact, but it was not a program that could be replicated just the way they did it. "We had to learn what they did and then go our own way," according to **Mr. Vanderford.**

The Partnership pulls together local public schools, the business community, and local government to focus on helping youth stay in school. The program combines a number of components. It asks each youth participant to sign an agreement (that is also signed by their parents and by the Partnership career planner) that states they will:

- Work toward or exceed a minimum standard of 95% attendence by attending every class every day (classes, absences for school activities and emergencies exempted).
- Work toward, or exceed a standard set for my grades and to raise my overall GPA.
- Secure signatures on a minimum of three letters



of recommendations or rating sheets containing specifics about attitude.

- Complete pre and post tests.
- Complete satisfactorily an employment application and a mock interview.
- Inform my Career Planner of any planned absences.
- Meet employer requirements for desired employment opportunities.

Parents are asked to encourage their child to attend school and reach for the academic and work experience goals set by the program. The Partnership career planners sign off on the following standards.

- Give priority to students exceeding the Partnership standards.
- Require that the students meet the standards of the agreement before they will be referred for employment opportunities.

The employers (212 in the first year) sign a letter of intent stating that they will give priority hiring to Partnership enrollees for part-time and summer jobs, Partnership graduates for entry level jobs with a meaningful career path and refer applicants without high school credentials to educational opportunities and encourage them to obtain high school equivalent credentials.

The final component is an education program that provides basic education, personal reinforcement, pre-employment/work maturity skills and work experience for each partnership student. This program includes pre- assessment, outlines specific skills each area covers and identifies the methods for instruction. This competency based program compliments the other goals of the Partnership.

Attachment C includes the participant agreement, the employers letter of intent and an outline of the education program.

JTPA pays for 70% of the cost of the partnership - $600,000 in the first year. This pays for the 21 Career Planners in the high schools. The cost of the administrative staff for the Partnership is split among five partners - the PIC, city, county, schools, and chamber of commerce.

The Partnership has been in existence fully for only 1 year. The first anniversary report shows that gains have been made in attendence, jobs available, actual placements for youth and a lowered suspension rate and dropout rate. Improvement can still be made in basic education. Businesses committed 1, 228 jobs. During the summer 902 placements occuring, of the 368 seniors needing placement, 364 were placed. "We knew going in that there are no quick fixes and that's true, but we are definitely on the right track," is Mr. Vanderford's summary of the year.

Mr. Vanderford also thinks it might be a hard program to replicate because it has been so dependent on business people who can provide leadership and credibility. The choice of a director who had both school and private sector experience was also very important to the success of the program.

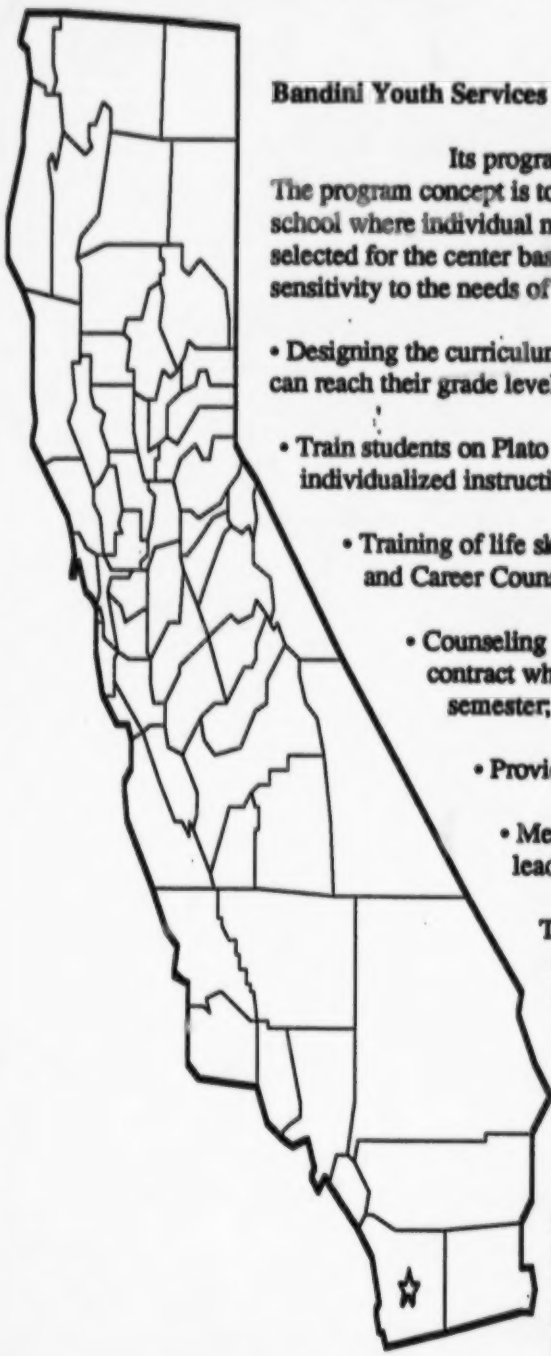
For more information, contact Roy Vanderford, Louville and Jefferson County Job Training, 305 W. Broadway St., Fincastle Building, Suite 600, Louisville, KY 40202, (505) 625-2500.

The Regional Employment & Training Consortium, San Diego, CA

The Regional Employment & Training Consortium, San Diego, CA

"Far to often our young people dropout of school because of low self esteem (academically and socically), no parent involvement, and no realistic career goals," according to **Karla Milanette**, Manager of the Youth Unit, Private Industry Council/Regional Employment and Training Consortium.

In order to address these problems the Regional Employment and Training Consortium has funded two educational programs - **Bandini Youth Services Center and Comprehensive Assessment and Referral Education Center.** Each program is unique in its design and approach for serving at risk-youth.



Bandini Youth Services Center

Its program focus is to reduce the dropout rate of inner-city youth. The program concept is to transfer students from a traditional school setting to a school where individual needs and problems will receive full attention. Students are selected for the center based upon referrals from school counselors. Along with sensitivity to the needs of the students, other areas of concentration at the center are:

- Designing the curriculum to ensure that appropriate credit is earned so that students can reach their grade level;
- Train students on Plato Computer-assisted Instructional System which allows for individualized instruction;
- Training of life skills that is combined with Decision-Making Instruction and Career Counseling;
- Counseling students on their goals. The student is asked to sign a contract which states academic and non academic goals for the semester;
- Providing students with part-time jobs or internships;
- Mentorship Programs are provided to students by business leaders through the San Diego Compact;

The program served approximately 200 students using funds from JTPA Title II-A and the San Diego School System.

Comprehensive Assessment and Referral Education Center (C.A.R.E.)

"Going from one social service agency to another for assistance is never easy and most people, especially at-risk youth, tend to view the process as overwhelming. Recognizing the problem, our program focus is to keep all program activities and support services under the same roof," remarked **Karla Milanette.**

The C.A.R.E. concept is the holistic approach. The rational for this is that holistic assessment of at-risk youth will uncover previously unidentified and/or untreated needs.

In-school youth may be referred by school counselors, site administrators, student study teams, and individual education planning teams. Out-of- school youth may be referred by Community Agencies or by self.

The C.A.R.E. Center offers comprehensive assessment in the following areas:

Basic Skills/Literacy
Language Development
Learning Styles Survey
Attitudinal Survey
Pre-Employment/Work Maturity Skills
Occupational Interests
Vocational Aptitude
Support Service Needs

The center is also equipped with a computer-base curriculum laboratory to assist students with basic skills in remediation, pre-employment/work maturity competencies while they are being assessed.

Other support services include:
Child Care
Career Counseling
Job Development
Substance Abuse
Transportation

The program serves approximately 1,500 at-risk youth; of these, 200 are JTPA eligibles. This program is funded by several sources —JTPA Title II- A, a federal grant and the Sweetwater School District.

"I am very optimistic about the continued success of the two programs because both programs are designed to help at-risk youth expand their awareness of occupational opportunities that will provide the best route of improving their economic status," pointed out **Ms. Milanette.**

For more information, contact Karla Milanette, Manager, Youth Program Unit, Private Industry Council/Regional Employment and Training Consortium, 1551 Fourth Avenue, Suite 600, San Diego, CA 92101, (612)238-1445.

PRACTICAL RESOURCES

Especially in education, there is a wealth of resources available discussing curriculum choices, coordination possibilities, tests and much more. This list is only a highlight of some of the resources available.

Clearinghouses

One of the best resources is one that collects and provides a wide range of information on specific topics. There are several clearinghouses like this, especially for adult and vocational education.

Clearinghouse on Adult Education, Department of Education, Office of Vocational and Adult Education, Washington, D.C. 20202-5515 (202)732-2396.

This clearinghouse includes material as diverse as selected material for English As a Second Language; List of Publishers of Adult Education Materials; Federal Directory: Adult Education -Related Programs Federally Funded; Directory of Resources for Older Persons; Adult Literacy Materials; Family Literacy Programs and much more! All the material is available free.

One of the most useful publications is a directory of clearinghouses, both national and by state. These clearinghouses provide curriculum material, often tailored to specific needs, tests and much more. Many states and SDAs have used such clearinghouses to help develop material for youth compentencies. The material on national clearinghouses is included as Attachment D.

Training/Education for Work

Improving Workplace Skills: Lessons from JTPA, by Lori Strumpf, and Pamela Friedman, Center for Remediation Design; Patricia Rickard and Jane Equez, Comprehensive Adult Student Assessment System.

This white paper, given at the Partnership for Training and Employment Careers Conference, outlines the issues and concerns about providing basic education directly related to skills needed for employment. Much of the material is drawn from a 6 state project to develop an assessment system related directly to the skills needed for employment. Copies can be obtained by contacting your NACo representative.

Working it Out: An Anthology of State and Local Performance Strategies Designed to Increase Service to Youth at Risk of Chronic Unemployment and Working it Out: Options Paper and Samples Policies

This excellent resource is the work of a USDOL Region V Youth Performance Management Task Force that met for 6 months. With the assistance of Brandeis University, they pulled together a guide to the process of defining who to serve and developing a comprehensive approach for the various needs both at the local and state level. While focused on at-risk youth, much of what is identified and discussed covers all populations and programs.

The second piece is papers and policies developed by the six states in Region V (Illinois, Indiana, Michigan, Minnesota, Ohio and Wisconsin) on concerns they felt needed more indepth discussion or policy already adopted and implemented within their respective states.

While these are not small documents, they are worth the effort because they contain lessons learned by individuals in the field. One drawback, and one admitted to at the DOL/NAB conferences on Performance Standards where these were handed out, was that there were no education representatives on this work group.

Copies of 'Working It Out' are available through the Center for Human Resources, The Heller School, Brandeis University, 60 Turner St. PO Box 9110, Waltham, MA 02254-9110, (800)343-4705.

Educational Resources

Using Basic Skills Testing to Improve the Effectiveness of Remediation in Employment and Training Programs for Youth.

Published by the National Commission for Employment Policy last May, this research report looks at current basic skills testing practices, outlines four assessment steps, considers appraisal and testing issues for five basic skills, test selection and measurement issues, types of tests and their uses. It is a good resource piece for SDAs attempting to start or change their assessment process. Copies are available from NCEP, 1522 K St., NW, Suite 300, Washington, DC 20005 (202) 724-1545

Center for Advanced Learning

This center, established in the Department of Labor in 1983, recently became part of the Employment and Training Administration's Office of Strategic Planning and Policy Development. It focuses on computer based interactive training, artificial intelligence, personnel assessment, and forty other 'tools' and 'technologies' of human development. The Center defines technology as the application of tools process, material resources and human creativity to the solution of practical problems. The Center is assisting in the development of the National conference on Automation in Employment and Training that will be held in Chicago, May 24-25. It is also working on a database that identifies packaged training programs used in one agency that can be shared with other agencies. The Center also distributes information on the new technology through live demonstrations, presentations, papers, handouts, videotapes, phones, computers link and more. The director, Dr. David Barbee, developed the following descriptions of a good instructional system. For more information about the center, contact David Barbee, Center for Advanced Learning Systems (CALS), Room N-6511, USDOL, 200 Constitution Ave. NW, Washington, DC 20210, (202)523-5600.

The Characteristics Of A Good Instructional System

Notes:

- ☐ 1. The curriculum and the instructional program are based on competencies required for a specific job.
- ☐ 2. It lets the trainee know what to expect. It describes both the system's and the trainee's responsibilities.
- ☐ 3. It provides the trainee with the occupational context, including a general description of the occupational area, a description of the job, the conditions under which it is generally performed, and the generally accepted standards for its performance.
- ☐ 4. It is made up of carefully engineered learning experiences designed to develop the specified competencies in the target trainees.
- ☐ 5. The trainee controls the pace, sequence, and strategy of the learning.
- ☐ 6. It demonstrates or describes the skill or knowledge to be learned in a way that the trainee understands.
- ☐ 7. It is interactive, i.e., it actively involves the trainee throughout the training.
- ☐ 8. It provides opportunity for the trainee to practice the skill or internalize the knowledge.
- ☐ 9. It provides opportunity for the trainee to perform the skill or use the knowledge under conditions closely resembling the job.
- ☐ 10. It provides opportunity for trainees to test themselves on the skills and knowledge taught.
- ☐ 11. It provides alternative learning strategies to meet the range of individual learning characteristics found in the trainee group(s). This normally requires a variety of media to satisfy the range of such characteristics.
- ☐ 12. It measures performance and provides results to the trainee and to the instructor based upon the specific job competencies.
- ☐ 13. Competency achievement data are used to improve the effectiveness and efficiency of the system. For example, when trainees fail to achieve a competency within a reasonable time, the training system is examined to see what went wrong and then adjusted accordingly.

The Advantages of Developing a Good Instructional System

1. It consistently produces the results for which it was designed.
2. It does not leave you dependent upon the skills of one person.
3. It is replicable.
4. It capitalizes on the range of skills and unique talents of various people.
5. It places responsibility for learning with the learner and responsibility for the learning environment and management with the instructor.
6. It uses what is known about how adults learn.
7. It provides a means for adjusting itself to better meet present needs and keep itself updated.

Source: David Barbee, Ph.D., Center for Advanced Learning Systems, U.S. Department of Labor

Attachment A

Taken From '1989 Guide to Department of Education Programs', DOE, February, 1989

Attachment B

Attachment C

Attachment D
Taken from 'Directory of Clearinghouses: Resource Centers and Clearinghous serving Adult Educators and Learners', Clearinghouse on Adult Education, DOE

Office of Elementary and Secondary Education

COMPENSATORY EDUCATION PROGRAMS

PROGRAM	WHO MAY APPLY	CONTACT
*†1. **Education for the Disadvantaged—Grants to Local Educational Agencies (84.010).** Improves the educational opportunities of educationally deprived children in elementary and secondary schools who reside in low-income areas by providing supplemental education services and programs to meet the special needs of these children.	Local educational agencies (must apply to State educational agencies). Formula grants.	Compensatory Education Programs, 732-4682
*2. **Education for the Disadvantaged—Capital Expenses for Private School Children (84.216).** Provides payments for increases in capital expenses paid from Chapter 1 funds for the purpose of regaining levels of instructional services to eligible private school children to those provided during school year 1984-85.	Local educational agencies (must apply to State educational agencies.) Formula grants.	Compensatory Education Programs, 732-4682
*3. **Even Start Programs Operated by Local Educational Agencies (84.213).** Improves the educational opportunities of children in low-income areas by integrating early childhood education and adult education for parents into a unified program.	Local educational agencies. Discretionary grants.	Compensatory Education Programs, 732-4682
*†4. **Neglected and Delinquent Children (84.013).** Improves the education of children in State-operated or supported schools for neglected or delinquent children by providing supplementary education services to meet the special needs of these children.	State agencies providing free public education for children in institutions for neglected or delinquent children and in community day programs (must apply to State educational agencies). Formula grants.	Compensatory Education Programs, 732-4682
5. **Education for the Disadvantaged—State Administration (84.012).** Provides funds for the administration of Chapter 1 programs.	State educational agencies may apply. Formula grants.	Compensatory Education Programs, 732-4682
6. **Education for the Disadvantaged—State Program Improvement Grants (84.218).** Provides funds to State educational agencies for direct educational services in schools implementing Chapter 1 program improvement plans.	Local educational agencies may apply to State educational agencies. Formula grants.	Compensatory Education Programs, 732-4682

* Elementary and secondary private school students and/or teachers entitled to services.
† Bypass available.

COMPENSATORY EDUCATION PROGRAMS—Continued

PROGRAM	WHO MAY APPLY	CONTACT
*7. **Follow Through (84.014).** Provides comprehensive services to children from low-income families who are in kindergarten and primary grades and who have had Head Start or a similar preschool experience and resources to develop effective practices for educating such children.	Local educational agencies or other public and nonprofit private agencies, organizations, and institutions. Discretionary grants. Grant awards were made in 1988 for three years. The next competition for awards will be in 1990.	Compensatory Education Programs, 732-4682
8. **Education of Homeless Children and Youth (84.196).** Ensures that homeless children and youth have the same access to a free appropriate public education which the children of residents of the State have. Establishes an office in each State department of education for the coordination of education for homeless children and youth.	State educational agencies. Formula grants.	Compensatory Education Programs, 732-4682

SCHOOL IMPROVEMENT PROGRAMS

PROGRAM	WHO MAY APPLY	CONTACT
*9. **State and Local Programs, Chapter 2 (84.151).** Assists State and local educational agencies to improve elementary and secondary education through consolidation of elementary and secondary education programs into a single authorization.	State educational agencies and local educational agencies (must apply to State educational agencies). Formula grants.	Division of Formula Grants, 732-4333
*10. **Law-Related Education Program (84.123).** Supports projects in State and local educational agencies and educates the public about the American legal system and the principles on which it is based so that students and adults may become informed and effective citizens.	State educational agencies; local educational agencies; institutions of higher education; public and nonprofit private agencies, organizations or institutions. Discretionary grants.	Division of Discretionary Grants, 732-4357
*11. **Arts in Education Program (84.084).** Stimulates the integration of the arts into the education system by bringing together schools and community art resources.	National Committee on Arts for the Handicapped, John F. Kennedy Center for the Performing Arts, Washington, DC 20566.	Division of Discretionary Grants, 732-4356

* Elementary and secondary private school students and/or teachers entitled to services.

SCHOOL IMPROVEMENT PROGRAMS—Continued

PROGRAM	WHO MAY APPLY	CONTACT
12. **Drug-Free Schools and Communities—State and Local Programs (84.186).** Provides assistance to States for grants to establish, operate, and improve local programs of drug abuse prevention, early intervention, rehabilitation referral, and education for school-age youth. Also provides assistance to States for services to high-risk youth and for development, training, technical assistance, and coordination activities.	State educational agencies; local or intermediate educational agencies or consortia (must apply to State educational agency); and local governments and nonprofit community-based organizations (must apply to Governor's office).	Drug-Free Schools and Communities Staff, 732-4599
13. **Drug-Free Schools and Communities—Regional Centers Program (84.188).** Establishes five regional centers for alcohol and drug abuse education and prevention to train school teams; assists State and local educational agencies and institutions of higher education; and evaluates and disseminates information.	Public or private organizations, institutions, agencies, or individuals.	Drug-Free Schools and Communities Staff, 732-4599
14. **Drug-Free Schools and Communities—Hawaiian Natives Program (84,199).** Provides assistance to organizations serving Hawaiian natives for drug abuse education and prevention programs.	Any organization primarily serving and representing Hawaiian natives that is recognized by the Governor of Hawaii.	Drug-Free Schools and Communities Staff, 732-4599
15. **Drug-Free Schools and Communities—National Programs (84.184).** Funds may be used to develop and implement improved programs of drug abuse education and prevention, operate teacher and staff training programs; to undertake research and demonstration projects; and to disseminate information and curricular materials and provide technical assistance to States.	Institutions of higher education, local educational agencies, and other public and private agencies and organizations.	Drug-Free Schools and Communities Staff, 732-4599
16. **Drug-Free Schools and Communities—Federal Activities Grants Program (84.184B).** Awards grants to SEAs, LEAs, institutions of higher education and other nonprofit agencies, organizations, and institutions to support drug and alcohol abuse education and prevention activities.	State educational agencies, local educational agencies, institutions of higher education, and other nonprofit agencies, organizations and institutions. Discretionary grants.	Drug-Free Schools and Communities Staff, 732-4599

SCHOOL IMPROVEMENT PROGRAMS—Continued

PROGRAM	WHO MAY APPLY	CONTACT
17. **Drug-Free Schools and Communities—Training and Demonstration Grants to Institutions of Higher Education (84.184A).** Awards grants to institutions of higher education for projects that provide preservice or inservice personnel training or curriculum demonstration in drug and alcohol abuse education and prevention for use in elementary and secondary schools.	Institutions of higher education. Discretionary grants.	Drug-Free Schools and Communities Staff, 732-4599
18. **Drug-Free Schools and Communities—School Personnel Training Program (84.207).** Awards grants to SEAs, LEAs and institutions of higher education to establish, expand, or enhance programs and activities for the training of teachers, administrators, guidance counselors, and other educational personnel concerning drug and alcohol abuse education and prevention.	State educational agencies, local educational agencies, and institutions of higher education. Discretionary grants.	Drug-Free Schools and Communities Staff, 732-4599
19. **General Assistance for the Virgin Islands (No CFDA no.).** Provides general assistance to improve public education in the Virgin Islands.	Government of the Virgin Islands.	Division of Formula Grants, 732-4333
*20. **Inexpensive Book Distribution Program (No CFDA no.).** Supports the distribution of inexpensive books to students aged 3 through high school age to provide motivation for learning to read.	Reading is Fundamental, Inc.	Division of Discretionary Grants, 732-4356
21. **Ellender Fellowships (84.148).** Assists the Close-Up Foundation of Washington, DC, in promoting knowledge and understanding of the Federal Government to secondary school students and their teachers, and to older Americans and immigrants. (Closing dates vary with geographic location.)	Economically disadvantaged secondary school students; secondary school teachers; older Americans and immigrants.	Close-Up Foundation, 1235 Jefferson Davis Hwy., Suite 1500, Arlington, VA 22202, (703)892-5400

* Elementary and secondary private school students and/or teachers entitled to services.

SCHOOL IMPROVEMENT PROGRAMS—Continued

PROGRAM	WHO MAY APPLY	CONTACT
*22. **Consolidated Grants Applications for Insular Areas (No CFDA no.).** Permits an insular area to consolidate two or more authorized formula grant programs under one application to provide insular area simplified reporting procedures and flexibility in allocating the funds to meet educational needs.	American Samoa, Virgin Islands, Guam, the Federated States of Micronesia, the Republic of Palau, Marshall Islands and the Commonwealth of the Northern Mariana Islands. The eligibility of the former Trust Territories (Federated States of the Republic of Palau and the Marshall Islands) is governed by the Compact of Free Association.	Division of Formula Grants, 732-4333
23. **Desegregation Assistance—Civil Rights Training and Advisory Services (84.004).** Provides technical assistance, training, and advisory services to school districts in the preparation, adoption, and implementation of desegregation plans, and in the development of effective methods of coping with the special education problems caused by the desegregation of school districts based on race, sex, and national origin. Assistance is provided by State educational agencies and regional desegregation assistance centers.	State educational agencies; public agencies and private nonprofit organizations. Discretionary grants.	Division of Discretionary Grants, 732-4360
24. **Women's Educational Equity Act Program (84.083).** Promotes educational equity for women through development and dissemination of model educational programs and materials.	Public agencies, private nonprofit organizations; individuals. Discretionary grants.	Division of Discretionary Grants, 732-4355
*25. **Mathematics and Science Education Act Program (84.164).** Improves the skills of teachers and instruction in mathematics, science, foreign languages, and computer learning and increases the access of all students to this instruction.	State educational agencies; local educational agencies (must apply through State educational agencies); State agencies for higher education (must apply to State agencies for higher education). Formula grants.	Division of Formula Grants, 732-4336
26. **Magnet Schools Assistance Program (84.165).** Assists eligible local educational agencies in the planning, establishment, and operation of magnet schools that are part of an approved desegregation plan.	Local educational agencies. Discretionary grants.	Division of Discretionary Grants, 732-4360

* Elementary and secondary private school students and/or teachers entitled to services.

SCHOOL IMPROVEMENT PROGRAMS—Continued

PROGRAM	WHO MAY APPLY	CONTACT
27. **Christa McAuliffe Fellowship Program (84.190).** Establishes a national fellowship program for teachers and engages in other activities to improve their knowledge and skills.	Public and private school teachers.	Division of Discretionary Grants, 732-4659
28. **Native Hawaiian Gifted and Talented Program (84.210).** Provides financial assistance to the University of Hawaii at Hilo (1) to establish a Native Hawaiian Gifted and Talented Center at the University of Hawaii at Hilo and (2) to develop a series of demonstration projects for gifted and talented elementary and secondary school students, including identification of special needs, conduct of educational services, research, evaluation, and dissemination.	University of Hawaii at Hilo.	Division of Formula Grants, 732-4059
29. **Native Hawaiian Model Curriculum Development (84.208).** Provides financial assistance to implement the Kamehameha Elementary Education Program.	University of Hawaii, Kamehameha Schools, Hawaii State Educational Agency.	Division of Formula Grants, 732-4339
30. **Native Hawaiian Family-Based Education Centers (84.209).** Provides financial assistance to operate 11 family-based education centers for native Hawaiian children.	Native Hawaiian organizations.	Division of Formula Grants, 732-4338

Office of Bilingual Education and Minority Languages Affairs

PROGRAM	WHO MAY APPLY	CONTACT
126. **Transitional Bilingual Education (84.003).** Programs are designed to provide structured English language instruction and native language instruction to allow children to achieve competency in the English language and to meet grade promotion and graduation standards.	Local educational agencies and institutions of higher education applying jointly with one or more local educational agencies.	Division of State and Local Programs, Rudy Munis, 732-5700
127. **Developmental Bilingual Education (84.003).** Full-time instructional programs of structured English language and second language instruction designed to help children achieve competency in English and a second language while mastering subject matter skills and meeting grade promotion and graduation standards.	Local educational agencies and institutions of higher education applying jointly with one or more local educational agencies.	Division of State and Local Programs, Ciria Sanchez-Baca, 732-1839
128. **Bilingual Education—Special Alternative Instructional Program (84.003).** Programs have specially designed curricula and provide structured instructional services to allow children to achieve English competency and to meet grade promotion and graduation requirements.	Local educational agencies and institutions of higher education applying jointly with one or more local educational agencies.	Division of State and Local Programs, Robert Trifiletti, 732-5711
129. **Bilingual Education—Family English Literacy Program (84.003).** Programs are designed to help adults and out-of-school youth achieve English language competency and provide instruction on how parents and family members can facilitate the educational achievement of their children.	Local educational agencies and institutions of higher education applying jointly with one or more local educational agencies.	Division of National Programs, Mary Mahony, 732-5722
130. **Bilingual Education—Transition Program for Refugee Children (84.146).** Program assists State and local educational agencies to meet the special educational needs of eligible refugee children enrolled in elementary and secondary schools.	State educational agencies with subgrants to local educational agencies. Formula grant programs.	Division of State and Local Programs, Jonathan Chang, 732-5708
131. **Bilingual Education—Special Populations Program (84.003).** Programs are designed for special education, gifted and talented, and preschool children. Preparatory or supplementary to programs assisted or funded under P.L. 100-297	Local educational agencies; institutions of higher education, or private non-profit organizations.	Division of National Programs, Barbara Wells, 732-1840

PROGRAM	WHO MAY APPLY	CONTACT
132. **Bilingual Education—Grants to State Educational Agencies (84.003).** Programs are designed for the collection, aggregation, analysis, and publication of data on the States' limited English proficient population and the educational services provided or available to it.	State educational agencies.	Division of State and Local Programs, Luis Catarineau, 732-5707
133. **Bilingual Education—Evaluation Assistance Centers (84.003).** Centers provide technical assistance to State or local educational agencies, upon request, regarding methods and techniques for identifying educational needs of limited English proficient persons and assessing educational progress achieved in programs assisted under P.L. 100-297.	Institutions of higher education.	Research and Evaluation, Edward Fuentes, 732-5072
134. **Bilingual Education—Educational Personnel Training Program (84.003).** Programs are designed to meet the training needs for additional or better trained educational personnel, who provide training for parents and educational personnel and emphasize opportunities for career development, advancement, and lateral mobility.	Institutions of higher education.	Division of National Programs, James Rogers, 732-5732
135. **Bilingual Education—Training, Development and Improvement Program (84.003).** Encourages reform, innovation, and improvement of higher education programs that prepare participants to work with limited English proficient students.	Institutions of higher education.	Division of National Programs, Cynthia Ryan, 732-1842
136. **Bilingual Education—Short-term Training Program (84.003).** Provides financial assistance to improve the skills of educational personnel and parents participating in programs for limited English proficient persons.	Local educational agencies, institutions of higher education, and private organizations that apply jointly or after consultations with one or more LEAs or SEAs.	Division of National Programs, Petraine Johnson, 732-1766

PROGRAM	WHO MAY APPLY	CONTACT
137. **Bilingual Education—Fellowship Program (84.003).** Provides financial assistance for students seeking post-baccalaureate degree in areas related to programs for limited English proficient persons. These programs include teacher training, program administration, research and evaluation, and curriculum development.	Institutions of higher education offering degrees beyond the bachelors level in areas related to programs for limited English proficient persons; individuals accepted at approved institutions of higher education.	Division of National Programs, Joyce Brown, 732-5727
138. **Bilingual Education—Multifunctional Resource Centers (84.003).** Centers provide technical assistance and training to educational personnel across the country participating in, or preparing to participate in, programs for limited English proficient students. Each center is responsible for gathering and providing information to other centers on specific areas in programs for limited English proficient persons.	State educational agencies, private nonprofit and profitmaking organizations, and institutions of higher education.	Research and Evaluation, Edward Fuentes, 732-5072
139. **Bilingual Education—Emergency Immigrant Education Program (84.162).** Provides financial assistance to State and local educational agencies for supplementary educational services and costs for immigrant children enrolled in elementary and secondary public and private schools.	State educational agencies with subgrants to local education agencies with requisite number of eligible children.	Division of State and Local Programs, Jonathan Chang, 732-5708
140. **Bilingual Education—Academic Excellence Program (84.003).** Provides financial assistance for model programs of transitional bilingual education, developmental bilingual education, or special alternative instruction programs with an established record of providing effective, academically excellent instruction and are designed to facilitate the dissemination of effective bilingual education practices.	Local educational agencies and institutions of higher education, or private nonprofit organizations applying separately or jointly.	Division of National Programs, Mary Mahony, 732-5722

PROGRAM	WHO MAY APPLY	CONTACT
141. **Adult Education—National Research Activities (84.191).** Supports applied research, development, demonstration, dissemination, evaluation, and related activities that contribute to the improvement and expansion of adult education.	Public and private institutions, agencies, and organizations, or individuals may apply for grants or cooperative agreements.	Division of Adult Education, 732-2270
142. **Adult Education—State-Administered Program (84.002).** Expands educational opportunities for adults age 16 or beyond the age of compulsory school attendance under State law and encourages establishment of adult education programs.	State educational agencies. (Local educational agencies and public or private agencies, organizations, and institutions must apply to State educational agencies.)	Division of Adult Education, 732-2272
*143. **Vocational Education—Basic State Grants—Opportunities Program (84.048).** Provides vocational education services and activities to meet the special needs and enhance the participation of handicapped and disadvantaged individuals; adults in need of training or retraining; individuals who are single parents or homemakers; individuals who participate in programs designed to eliminate sex bias and stereotyping in vocational education; and criminal offenders serving in correctional institutions.	State boards of vocational education. (Local educational agencies, postsecondary educational institutions, and, for the single parents program, community-based organizations must apply to State boards. State boards may also make arrangements with private vocational training schools, private postsecondary educational institutions, and employers.)	Division of Vocational-Technical Education, 732-2441
144. **Vocational Education—Basic State Grants—Improvement, Innovation, and Expansion Program (84.048).** Assists the States to expand, improve, modernize, and develop quality vocational education programs that provide marketable skills to the existing and future workforce, improve productivity, and promote economic growth.	State boards of vocational education. (Local educational agencies, postsecondary educational institutions, and community-based organizations must apply to State boards. State boards may also make arrangements with private vocational training schools, private postsecondary educational institutions, and employers.)	Division of Vocational-Technical Education, 732-2441

*Elementary and secondary private school students and/or teachers entitled to services.

PROGRAM	WHO MAY APPLY	CONTACT
145. **State Assistance for Vocational Education Support Programs by Community-Based Organizations (84.174).** Provides assistance to joint programs of eligible recipients and community-based organizations to conduct special vocational education services and activities, including outreach programs, prevocational educational preparation, basic skills development, transitional services, and guidance and counseling.	State boards of vocational education. (Local educational agencies and postsecondary educational institutions must apply jointly with community-based organizations to State boards.)	Division of Vocational-Technical Education, 732-2441
146. **State Vocational Education: Consumer and Homemaking Program (84.049).** Provides assistance to States for instructional programs, services, and activities that prepare persons for the occupation of homemaking and instruction in the areas of food and nutrition, consumer education, family living and parenthood education, child development and guidance, housing, home and resource management, and clothing and textiles.	State boards of vocational education. (Local educational agencies and postsecondary educational institutions must apply to State boards.)	Division of Vocational-Technical Education, 732-2441
147. **State Vocational Education: Adult Training, Retraining, and Employment Development Program (No CFDA no.).** Provides assistance to States for expansion and improvement of vocational education programs designed for training, retraining, and employment development of adults who have completed or left high school and are in or preparing to enter the labor market, and makes those programs accessible to all segments of the population. (Currently unfunded)	State boards of vocational education. (Local educational agencies and postsecondary educational institutions must apply to State boards.)	Division of Vocational-Technical Education, 732-2441

PROGRAM	WHO MAY APPLY	CONTACT
148. **State Vocational Education: Comprehensive Career Guidance and Counseling Program (No CFDA no.).** Provides assistance to States to conduct career guidance and counseling projects, services, and activities that improve, expand, and extend career guidance and counseling programs for vocational education students and potential students. (Currently unfunded)	State boards of vocational education. (Local educational agencies and postsecondary educational institutions must apply to State boards.)	Division of Vocational-Technical Education, 732-2441
149. **State Vocational Education Program: Industry-Education Partnership for Training in High-Technology Occupations (No CFDA no.).** Provides assistance to States to establish and operate projects, services, and activities that will provide incentives for business and industry and the vocational education community to develop programs to train skilled workers needed to use high-technology equipment, systems, and processes and to ensure that these programs are accessible to all segments of the population. (Currently unfunded)	State boards of vocational education. (Local educational agencies and postsecondary educational institutions must apply to State boards.)	Division of Vocational-Technical Education, 732-2441
150. **National Vocational Education Research Program (84.051).** Conducts research activities that contribute to improving access to vocational education programs for all segments of the population and that relate to vocational education purposes under the Act; stimulates private sector involvement; and promotes more effective coordination at all levels among programs dealing with vocational education.	Any individual or public or private agency, organization, or institution, with preference to public and private postsecondary institutions, may apply. Individual researchers, community colleges, State advisory councils and State and local educators may submit unsolicited proposals.	Division of National Programs, 732-2350
151. **State Councils for Vocational Education (84.053).** Advises the State board on developing the State plan; advises and reports on policies, fund distribution, evaluation, local-level participation and access to programs; and evaluates and advises on the coordination of vocational education programs with Job Training Partnership Act programs.	State councils for vocational education.	Division of Vocational-Technical Education, 732-2441

PROGRAM	WHO MAY APPLY	CONTACT
152. **National Center for Research in Vocational Education (84.051).** Supports the operations of the National Center for Research in Vocational Education, which designs and conducts research and development projects and programs that are consistent with the purposes of the Carl D. Perkins Vocational Education Act.	A nonprofit entity associated with a public or private nonprofit university which is prepared to make a substantial financial contribution toward establishment of the National Center. (Grants awarded once every 5 years.)	Division of National Programs, 732-2350
153. **Vocational Education—National Programs: Cooperative Demonstration Program (84.199).** Provides assistance for model projects that provide improved access to quality vocational education programs, are examples of successful cooperation between the private sector and public agencies in vocational education, address national skill shortages, and other designated activities.	State and educational agencies, local educational agencies, postsecondary educational institutions, and other public and private agencies, organizations, and institutions.	Division of National Programs, 732-2350
154. **Vocational Education—National Programs: State Equipment Pools Program (No CFDA no.).** Provides assistance for the operation of State programs involving the loan of high-technology, state-of-the-art equipment for use in local vocational education programs.	State boards of vocational education.	Division of National Programs, 732-2350
155. **Vocational Education—National Programs: Demonstration Centers for the Retraining of Dislocated Workers (84.193).** Establishes one or more demonstration centers for retraining dislocated workers in order to demonstrate the application of general theories of vocational education to specific problems of training displaced workers.	Any public or private agency, institution, or organization.	Division of National Programs, 732-2350
156. **Vocational Education—National Programs: Model Centers for Vocational Education for Older Individuals (No CFDA no.).** Establishes and operates model centers to focus greater attention on the special vocational needs of older individuals and to promote employment opportunities for older individuals. (Currently unfunded)	Local educational agencies and postsecondary educational institutions.	Division of National Programs, 732-2350

PROGRAM	WHO MAY APPLY	CONTACT
157. **Bilingual Vocational Training Program (84.077).** Provides assistance for bilingual vocational education and training for individuals with limited English proficiency to prepare them for jobs in recognized occupations and new and emerging occupations.	State agencies, local educational agencies, postsecondary educational institutions, private nonprofit vocational training institutions, and other nonprofit organizations specifically created to serve individuals who normally use a language other than English. Private profitmaking agencies and organizations are eligible for contracts only.	Division of National Programs, 732-2350
158. **Bilingual Vocational Instructor Training Program (84.099).** Provides assistance for conducting training for instructors of bilingual vocational education and training programs for individuals with limited English proficiency.	State agencies, public and private nonprofit education institutions. Private profitmaking educational institutions are eligible for contracts only.	Division of National Programs, 732-2350
159. **Bilingual Vocational Materials, Methods, and Techniques Program (84.100).** Provides assistance to develop instructional and curriculum materials, methods, or techniques for bilingual vocational training for individuals with limited English proficiency.	State agencies, educational institutions and nonprofit organizations. Private profitmaking organizations and individuals are eligible for contracts only.	Division of National Programs, 732-2350
160. **Vocational Education—Indian and Hawaiian Natives Program (84.101).** Provides assistance to Indian tribes and to organizations primarily serving and representing Hawaiian natives to plan, conduct, and administer projects or portions of projects authorized by or consistent with the Carl D. Perkins Vocational Education Act.	Tribal organizations or any Indian tribe eligible to contract with the Secretary of the Interior under the Indian Self-Determination and Education Assistance Act of April 16, 1934, and any organization primarily serving and representing Hawaiian natives that is recognized by the Governor of Hawaii.	Division of National Programs, 732-2350
161. **Adult Education—Literacy Education for the Homeless (84.192).** Assists the States to develop a plan and implement a program of literacy training and basic skills remediation for adult homeless individuals.	State educational agencies of the 50 States, District of Columbia, and Puerto Rico.	Division of Adult Education, 732-2272

PROGRAM	WHO MAY APPLY	CONTACT
162. **Adult Education—National Workplace Literacy Program (84.198).** Provides assistance for demonstration projects that teach literacy skills needed in the workplace through exemplary education partnerships among business, industry, or labor organizations and educational organizations.	Partnerships among business, industry, labor organizations or private industry councils and institutions of higher education or schools (including area vocational schools, employment and training agencies or community-based organizations) apply jointly.	Division of National Programs, 732-2350 or Division of Adult Education, 732-2272
163. **Adult Education—State-Administered English Literacy Program (No CFDA no.).** Provides grants to States for English literacy programs of instruction for individuals of limited English proficiency, as well as support services for program participants, including child care and transportation.	State educational agencies that have submitted to the Secretary an approved State plan for adult education may apply.	Division of Adult Education, 732-2270
164. **Adult Education—Adult Migrant Farmworker and Immigrant Education Program (No CFDA no.).** Provides assistance for planning, developing, and evaluating adult education programs, services, and activities that meet the special needs of adult migrant farmworkers and immigrants.	State educational agencies, local educational agencies, or public or private nonprofit agencies, organizations or institutions. An LEA or public or private nonprofit agency, organization, or institution may apply on behalf of a consortium that includes a profitmaking agency, organization, or institution that can make a significant contribution to attaining the objectives of the Act.	Division of Adult Education, 732-2270
165. **Adult Education—National Adult Literacy Volunteer Training Program (No CFDA no.).** Provides financial assistance for projects that train adult volunteers, especially the elderly, who wish to participate as tutors in local adult education programs under the Act. (Currently unfunded)	State educational agencies, local educational agencies, and public or private nonprofit agencies, organizations, or institutions.	Division of Adult Education, 732-2270
166. **Adult Education—State Program Analysis Assistance and Policy Studies Program (No CFDA no.).** Provides financial assistance to assist States in evaluating the status and progress of adult education in achieving the purposes of the Act. (Currently unfunded)	Public or private nonprofit agencies, organizations, or institutions are eligible for grants, cooperative agreements, or contracts.	Division of Adult Education, 732-2270

PROGRAM	WHO MAY APPLY	CONTACT
167. **Adult Education—English Literacy Demonstration Program for Individuals of Limited English Proficiency (No CFDA no.).** Provides financial assistance to improve the effectiveness of approaches and methods used in English literacy programs to help limited English proficient adults, out-of-school youths, or both, to achieve full competence in the English language.	Public or private nonprofit agencies, institutions, or organizations are eligible for grants, cooperative agreements, or contracts.	Division of Adult Education, 732-2270
168. **Adult Education—State-Administered Workplace Literacy Program (No CFDA no.).** When the appropriation for workplace literacy equals or exceeds $50,000,000, the State-administered Workplace Literacy Program provides financial assistance for adult education programs that teach literacy skills needed in the workplace through education partnerships between business, industry, or labor organizations and educational organizations. (Currently unfunded)	State educational agencies that have submitted to the Secretary an approvable State plan for adult education may apply. In States ineligible to receive an allotment under this program, applicants in that State who are qualified to teach literacy skills needed in the workplace may receive direct grants.	Division of Adult Education, 732-2270

Regional Representatives

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Names are current as of February 21, 1989

(in thousands of dollars)

Office, Account, Program and Activity	1988 Appropriation	1989 Appropriation	1990 Request
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION (OESE)			
Compensatory Education for the Disadvantaged			
1. Grants for the disadvantaged (ESEA I Chapter 1):			
(a) Grants to local educational agencies (Part A):			
(1) Basic grants (Section 1005)	3,829,600	3,853,200	3,900,000
(2) Concentration grants (Section 1006)	0	172,900	262,988
Subtotal	3,829,600	4,026,100	4,162,988
(b) Capital expenses for private school children (Section 1017d)	0	19,760	19,760
(c) Even start (Part B)	0	14,820	14,820
(d) State agency programs (Part D):			
(1) Migrant (Subpart 1)	269,029	271,700	280,938
(2) Handicapped (Subpart 2)	151,269	148,200	148,200
(3) Neglected and delinquent (Subpart 3)	32,552	31,616	34,778
Subtotal	452,850	451,516	463,916
(e) State administration (Section 1404)	38,296	40,508	40,508
(f) State program improvement grants (Section 1405)	0	5,686	7,557
2. Evaluation and technical assistance (Sections 1435, 1436, 1437, 1461 and 1462)	7,181	7,904	12,000
3. Rural technical assistance centers (Part F, subpart 3)	0	3,952	0
Subtotal, ESEA I Chapter 1	4,327,927	4,570,246	4,721,549
4. Migrant education (HEA 418-A):			
(a) High school equivalency program	7,276	7,410	7,410
(b) College assistance migrant program	1,340	1,482	1,482
Subtotal	8,616	8,892	8,892
Total	4,336,543	4,579,138	4,730,441

(in thousands of dollars)

Office, Account, Program and Activity	1988 Appropriation	1989 Appropriation	1990 Request
Impact Aid			
1. Maintenance and operations (Pub.L. 81-874):			
(a) Payments for "a" children (section 3a)	536,144	558,220	578,316
(b) Payments for "b" children (section 3b)	134,036	135,356	0
(c) Payments for Federal property (section 2)	15,318	14,820	15,354
Subtotal	685,498	708,396	593,670
2. Disaster assistance (section 7)	0	0	10,000
3. Construction (Pub.L. 81-815):			
(a) Facilities for unhoused children (sec. 5 and 14c)	4,308	2,964	2,964
(b) Facilities for children residing on Federal property (section 10)	8,617	9,880	9,880
(c) Facilities for children residing on Indian lands (sections 14a and 14b)	10,053	11,856	12,746
Subtotal	22,978	24,700	25,590
Total	708,476	733,096	629,260
School Improvement Programs			
1. Educational improvement partnerships (ESEA I Chap. 2):			
(a) State block grants (Part A)	478,700	462,977	478,718
(b) National programs (Part B):			
(1) National Diffusion Network (Section 1562)	10,244	11,066	11,200
(2) Inexpensive book distribution (Section 1563)	7,659	8,398	8,684
(3) Arts in education (Section 1564)	3,315	3,458	3,582
(4) Law-related education (Section 1565)	3,830	3,952	3,952
(5) Blue ribbon schools (Section 1566)	0	889	1,100
Subtotal, Part B	25,048	27,763 1	28,518
Subtotal, ESEA I Chapter 2	503,748	490,740	507,236
2. Drug-free schools and communities (ESEA V):			
(a) State grants (Part B)	191,480	287,730 2	297,513
(b) Teacher training (Part C)	0	7,000 2	7,238
(c) National programs (Part D)	38,296	59,770 2	61,802
Subtotal	229,776	354,500 2	366,553

1. Adjusted for comparability. Does not include $988 thousand appropriated under Chapter 2 National programs for a National School Volunteer Program. Amounts for this program are included under the Fund for Innovation in Education.
2. Pursuant to Title X of the Anti-Drug Abuse Act of 1988, this sum includes a 1989 supplemental total of $107,500 thousand as follows: $83,214 thousand for State Grants, $7,000 thousand for Teacher Training and $17,286 thousand for National Programs.

(in thousands of dollars)

Office, Account, Program and Activity	1988 Appropriation	1989 Appropriation	1990 Request
School Improvement Programs (continued)			
3. Strengthening teaching and administration:			
(a) Dwight D. Eisenhower mathematics and science education (ESEA II-A):			
(1) State grants	108,904	128,440	132,807
(2) National programs	10,771	8,892	9,194
Subtotal	119,675	137,332	142,001
(b) Fund for the Improvement and Reform of Schools and Teaching (Pub.L. 100-297, III-B):			
(1) Grants for schools and teachers	0	3,952	3,952
(2) Family-school partnerships	0	1,976	1,976
Subtotal	0	5,928	5,928
(c) Territorial teacher training (ESEA IV-E sect. 4502)	1,915	1,976	1,588
(d) Leadership in educational administration (LEAD) (HEA V-C-2)	8,222	4,306	3,894
(e) Christa McAuliffe fellowships (HEA V-D-2)	1,915	1,892	1,956
4. Magnet schools assistance (ESEA III)	71,805	113,620	114,620
5. Fund for Innovation in Education (ESEA IV-F section 4601)	4,691 1	11,150 1,2,3	15,678
6. Jacob K. Javits gifted and talented students education (ESEA IV-B)	0	7,904	7,904
7. Education of homeless children and youth (Pub.L. 100-77, section 722)	4,787	4,834	4,998
8. Women's educational equity (ESEA IV-A)	3,351	2,949	0
9. Training and advisory services (CRA IV)	23,456	23,443	23,443
10. Dropout prevention demonstrations (ESEA VI-A)	23,935	21,736	0
11. General assistance to the Virgin Islands (ESEA IV-E section 4501)	4,787	4,730	4,891
12. Ellender fellowships (ESEA IV-C)	2,394	3,458	0
13. Follow through (Follow Through Act)	7,133	7,262	0
14. Star schools (EESA IX)	19,148	14,399	0
15. Education for Native Hawaiians (P.L. 100-297, Title IV)	0	4,940	0
Total	1,030,738	1,217,099	1,200,670

1. Adjusted for comparability. The 1988 amount was appropriated as discretionary funds under Chapter 2. The 1989 amount includes $988 thousand for the National School Volunteer Program appropriated under Chapter 2 National programs.
2. Does not reflect up to $4,528 thousand in unobligated balances from fiscal year 1985 and 1986 appropriations for Excellence in Education to be made available in 1989 for the Fund for Innovation in Education.
3. The 1989 amount includes $4,940 thousand for Computer-based Instruction and $2,964 thousand for Comprehensive School Health Education. Of the unobligated balances made available for 1989 but not reflected in this table, $1,000 thousand is set aside for Technology Education. The 1990 request includes $1,000 thousand set aside for Technology Education.

(in thousands of dollars)

Office, Account, Program and Activity	1988 Appropriation	1989 Appropriation	1990 Request
OFFICE OF BILINGUAL EDUCATION AND MINORITY LANGUAGES AFFAIRS (OBEMLA)			
Bilingual, Immigrant, and Refugee Education			
1. Bilingual education (ESEA Title VII):			
(a) Bilingual programs (Part A)	101,198	110,761	115,797
(b) Support services (Part B)	9,928	10,772	10,903
(c) Training grants (Part C)	35,447	30,413	30,413
Subtotal	146,573	151,946	157,113
2. Immigrant education:			
(a) Immigrant education (ESEA IV-D)	29,969 1	29,640	0
(b) Proposed legislation	0	0	30,648
3. Refugee education (Pub.L. 99-605)	15,209	15,808	16,345
Total	191,751	197,394	204,106
TOTAL, OBEMLA	191,751	197,394	204,106

1. Includes a reappropriation of $1,247 thousand, provided in the Department of Education Appropriations Act, 1988.

(in thousands of dollars)

Office, Account, Program and Activity	1988 Appropriation	1989 Appropriation	1990 Request
OFFICE OF VOCATIONAL AND ADULT EDUCATION (OVAE)			
Vocational and Adult Education			
1. Vocational education (Carl D. Perkins VEA):			
(a) Basic grants:			
(1) Basic State grants (Title II)	791,768	818,702	0
(2) Indian and Hawaiian natives set-aside (sec. 103)	12,448	12,864	0
Subtotal	804,216	831,566	0
(b) Community-based organizations (Title III-A)	8,845	8,892	0
(c) Consumer and homemaking education (Title III-B)	32,791	33,118	0
(d) State councils (section 112)	7,851	7,904	0
(e) National programs:			
(1) Research (Title IV-A)	7,276	6,965	0
(2) Demonstrations (Title IV-B)	14,792	14,594	0
(3) Data systems (Title IV-C)	3,590	4,446	0
Subtotal	25,658	26,005	0
(f) Bilingual vocational training (Title IV-E)	3,734	3,771	0
Subtotal, annual	881,095	911,256	0
(g) Permanent appropriation (Smith-Hughes Act):			
(1) Basic grants	6,898	6,898	6,898
(2) Indian and Hawaiian natives set-aside	107	107	107
(3) Research	143	143	143
Subtotal, permanent	7,148	7,148	7,148
(i) Vocational education (proposed legislation)	0	0	942,239
Subtotal, vocational education	888,243	918,404	949,387
2. Adult education:			
(a) State programs (AEA III-B)	115,367	136,344	160,665
(b) National programs (AEA III-D section 383)	1,915	1,976	2,000
(c) Literacy training for homeless adults (Pub.L. 100-77, Title VII-A)	7,180	7,094	7,335
(d) Workplace literacy partnerships (AEA III-C sec. 371)	9,574	11,856	0
(e) English literacy grants (AEA III-B, section 372)	0	4,940	0
Subtotal	134,036	162,210	170,000
Total	1,022,279	1,080,614	1,119,387
TOTAL, OVAE	1,022,279	1,080,614	1,119,387

NATIONAL ASSOCIATION OF COUNTIES

SECTION BY SECTION SUMMARY OF H.R. 7

Section 1 -- Short Title

"Applied Technology Education Amendments of 1989

TITLE I

Section 101

Section 101 deletes the State councils that may exist under the Adult Education Act, the Carl D. Perkins Act, the Job Training Partnership Act, the Rehabilitation Act, and the Wagner-Peyser Act and creates one State council, the Human Resources Council to coordinate activities of these programs.

Section 102

Section 102 creates an Interdepartmental Task Force for coordinating applied technology programs at the Federal level. Membership includes the Secretaries of Labor, Education, and Health and Human Services.

Section 103

Section 103 requires that information concerning exemplary programs and practices shall be carried out through the National Diffusion Network.

Section 104

Section 104 allows Carl Perkins program funds to be used to match other specified programs. Provision allows for coordination of Federal programs.

Section 105

Section 105 amends the JTPA by conforming the definition of disadvantaged and handicaped in the Carl Perkins Act with the JTPA Definition.

TITLE II

SECTION 201

Section 201 amends the title of the Carl D. Perkins Vocational Education to "The Carl D. Perkins Applied Technology Education Act.

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Section 202

Section 202 defines the statement of purpose.

Section 203

Section 203 authorizes $1 billion for State grants and national programs. For special programs, it authorizes $15 million for community based organizations, $40 million for consumer and homemaking education, $30 million for career and guidance counseling, $20 million for business-education partnerships, $200 million for tech-prep education, and $100 million for facilities and acquisition of equipment. Finally, the bill authorizes $8 million for State Human Resource Councils and $4 million for bilingual vocational training programs.

PART A (TITLE II)

Section 211

Section 211 is a technical and conforming amendment.

Section 212

Section 212 amends the within State allocation by reserving 20% of the allocation at the State level of which no more than 5% can be used for State administration, including $60,000 for administration of the sex equity program, no more than 5% can be used for State activities, and 10% for sex equity and displaced homemaker competitive grant programs at the local level.

Section 213

Section 213 amends the duties of the State Boards of Applied Technology Education to require their assessing access of handicapped students to vocational education services in the State.

Section 214

Section 214 describes the duties of the State Human Resources Council.

Section 215

Section 215 amends the State plans by conforming the State's assurances to comply with the new provisions of this Act, including the development and implementation of a system for standards and measures for performance for applied technology programs.

Section 216

Section 216 adds a requirement that the State plan for distributing money between secondary and postsecondary institutions must be approved by the State agency responsible for supervision of community colleges and the State agency responsible for secondary education.

Section 217

Section 217 amends the local application by adding the requirement that the local education agency will describe the system for implementing the standards and measures for performance for applied technology education programs and how special population students will be accessed to applied technology programs.

Section 218

Section 218 creates a new requirement for State improvement plans. States will be required to review programs assisted by the Act and determine whether the mandates for integrating academic and applied technology education are being properly coordinated, whether courses are leading to occupational skills, and whether special population students are being accessed to good programs.

Section 219

Section 219 amends the sex equity program and the program for homemakers, displaced homemakers, and single parents by requiring that the program be administered by the State in a request for proposal competitive grant basis. The amendment changes the requirements of the administrator or the programs to assure access of special population groups into these programs. The amendment requires that not less than 70% of the money allotted for these programs be used for the displaced homemakers and not more than 30% be used for sex equity.

The section also creates a system for State and local standards and measures of applied technology to be developed.

PART B (TITLE II)

Section 221

Section 221 amends the basic State grants for applied technology education by requiring a formula for the distribution of funds. For secondary education, the funds shall be distributed according to (1) 70% on the local educational agency's (LEA) relative percentage of Chapter 1 students in the State, (2) 20% on the LEA's relative percentage of handicapped students, and (3) 10% on the LEA's relative percentage of students within the State.

For postsecondary education, the funds shall be distributed according to (1) 70% on the each eligible institution's relative share of Pell grant recipients, (2) 20% on each eligible institution's relative share of vocational rehabilitation students, and (3) on each eligible institution's relative share of students.

The amendment requires LEAs to participate in a consortia if (1) the LEA sends students to an area applied technology school or (2) the LEA receives less than $5,000 under this Act. The amendment also allows LEAs and institutions of higher education to participate in consortia.

The amendment requires States to approve only programs which rank schools and first serve those that have the highest numbers of special population students and are in most need of improvement. The programs must integrate academic and occupational disciplines, offer coherent sequences of courses leading to a job skill, encourage students to pursue such sequence of courses, assist special populations of students, be of sufficient size, scope and quality, to enable students to achieve both academic and occupational competency, and seek to cooperate with the activities of the sex equity program.

The section requires the State Board of Applied Technology Education to assure access to these programs to special population students. LEAs are required to have information available about the programs to special population students. LEAs and institutions of higher education are required to assess the needs of special population students, provide support services, and provide guidance and counseling for school and post-school employment.

The State is required to establish procedures for participation of interested parties in the planning of the programs and to establish an appeal process for interested parties.

PART C

Section 231

Section 231 amends the consumer and homemaker education program with clarifying amendments.

Section 232

Section 232 repeals the adult, training, and retraining, and employment development program.

Section 233

Section 233 amends the career guidance and counseling grants by requiring that not less than 20 percent of the funds made available shall be used for research.

Section 234

Section 234 amends the Business-Education Partnership for Training program by allowing business and education to create programs for apprenticeship and internships with industry, for acquiring equipment, for teacher training, and integrating employers in the classroom. The program requires a one to one match for business education partnerships and allows for a smaller match for small businesses. The program encourages coordination with local chambers of commerce.

Section 235

Section 237 creates a new program, the Tech-Prep Education Act. The purpose of the program is to provide grants to secondary and postsecondary institutions for creating comprehensive links between the institutions. The program would give declining matching grants to the institutions for five years. The program requires the institutions to develop an articulation agreement on courses and programs to be offered by each. The program allows such activities as training of teachers and counselors and buying equipment.

Section 236

Section 236 adds a new program for improvement of facilities and acquisition of equipment. The program requires the Secretary to make grants to LEAs in economically depressed areas for improving facilities and acquiring and leasing equipment. The program requires that grants be made to both rural and urban areas.

PART D (TITLE II)

Section 241

Section 241 contains a technical and conforming amendment.

Section 242

Section 242 amends the national research activities to include research for handicapped individuals and makes conforming technical amendments.

Section 243

Section 243 reauthorizes the National Assessment for Applied Technology Education programs. The amendment makes the assessment an independent group to be administered by the Office of Education Research and Improvement.

Section 244

Section 244 amends the National Center for Applied Technology Education by requiring the Center to study methods for enhancing basic and advanced academic skills in applied technology education programs.

Section 245

Section 245 adds a new program activity for the Secretary to make competitive grants to industrial and trade associations for the development of industry standards. The grants require a match.

Section 246

Section 246 amends the data collection system by requiring the Secretary to establish a national data collection system by September 30, 1991. The amendment requires collection of data in specific areas. The amendment creates a task force composed to advise the Secretary on the implementation of the system. It creates a network for dissemination of information on effective programs and materials.

Section 247

Section 247 amends the National Occupational Information Coordinating Committee by requiring a longitudinal occupation demonstration program.

Section 248

Section 248 creates a new Blue Ribbon Applied Technology Education program. The Secretary shall recognize secondary and postsecondary programs which have established standards of excellence in applied technology education.

Section 249

Section 249 includes conforming amendments, requires that information will be collected at a reasonable cost, and requires States to cooperate with the Secretary in collection of data.

Section 250

Section 250 mandates the distribution of assistance under the national programs.

PART E (TITLE II)

Section 251

Section 251 requires that regulations be published according to a negotiated rulemaking process. The Department is required to hold open regional meeting with interested parties regarding the regulations that will govern the Act. After the regional meetings, the Department will propose draft regulations based on information gathered at the meetings. The draft regulations will be reviewed through a negotiated process from selected participants at the regional meetings.

Section 252

Section 252 conforms the auditing provisions to the General Education Provisions Act and establishes a Committee of Practitioners to review regulations at the State level.

Section 253

Section 253 includes the definitions applicable to the Act.

Section 254

Section 252 is contains a clerical amendment.

Section 255

Section 255 contains transition provisions.

Title III

Part A

Section 301

Section 301 cites the short title of this part as the "Tribaly Controlled Applied Technology Institutions Support Act of 1989."

Section 302

Section 302 defines the statement of purpose.

Section 303

Section 303 authorizes the Secretary on Interior to make grants to provide the basic support for the education and training of Indian student. Funds can be used to defray the expenditures for training, education, equipment and administration and for the operation and maintenance of the institution.

Section 304

Section 304 lists the criteria for eligible grant recipients.

Section 305

Section 305 requires that post-secondary institutions desiring funds under this title must apply to the Secretary of Interior. The Secretary should consult with the board of trustees and the tribal governments chartering the institutions which are being considered for the grant.

Section 306

Section 306 requires that the grants be of sufficient size for the maintenance and operation of the program, capital expenditures and costs associated with repair, upkeep, replacement and upgrading of the instruction equipment. Grants must be paid in two payments. When appropriations exceed the amount necessary for grants, the Secretary shall first make excess funds available for training equipment grants to first time applicants and then use the remaining funds for training equipment grants to participating institutions.

Section 307

Section 307 states that institutions receiving funds under this part are not precluded from other federal assistance nor shall the amount of grants under this part be altered due to funds from other federal sources.

Section 308

Section 308 lists the procedures for allowing grants if the appropriations in any fiscal year are not sufficient to pay in full the total amount that approved applications are eligible to receive.

Section 309

Section 309 requires the Secretary of Interior to conduct a study of training and housing needs of eligible institutions.

Section 310

Section 310 includes definitions applicable to this part.

Section 311

Authorizes $4 million for FY 1990 and such sums for FY 1991-1995 to carry out this part.

Part B

Section 321

Section 321 amends the Tribally Controlled Community College Assistance Act of 1978 to create a new authority entitled the "Tribal Economic Development and Technology Related Education Assistance Act of 1989." The Secretary of Interior is authorized to make competitive grants to tribally controlled community colleges to establish and support Tribal Economic Development and Education Institutions. The grants will be used to determine the economic development needs and potential of the tribes, the development of courses of instruction to prepare students to meet the determined economic needs, conduct applied technology courses, technical assistance, clearinghouse activities and evaluation. There is $2 million authorized for FY 1990 and such sums as may be necessary for FY 1991-1995.

Section 322

Section 322 amends the Tribally Controlled Community Colleges Assistance Act of 1978 to establish criteria for determining and prioritizing the facilities construction and rennovation needs of eligible colleges.

Part C

Section 331

Section 331 amends the Education Amendments of 1978 to require the Secretary to use a weighted unit for each eligible Indian student enrolled in a secondary education program offering a coherent course of subjects providing training leading to a competency in a technological skill.

Part D

Section 341

Section 341 states that the Secretary cannot place more stringent restrictions on programs authorized under this title which are under the authority of the Bureau of Indian Affairs than are currently required by the Carl D. Perkins Vocational Education Act.

NATIONAL ASSOCIATION OF COUNTIES

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[4-24-89]

AMENDMENT TO THE COMMITTEE PRINT OF APRIL 14, 1989
[H.R. 7, AS REPORTED BY THE SUBCOMMITTEE ON ELEMENTARY AND SECONDARY EDUCATION]

OFFERED BY MR. HAWKINS AND MR. GOODLING

Page 1, strike line 6 and insert the following:

SEC. 101. STATE HUMAN INVESTMENT COUNCILS.

Page 1, line 7, strike ''STATE HUMAN RESOURCES COUNCIL'' and insert ''STATE HUMAN INVESTMENT COUNCIL''.

Page 1, strike lines 7 through 12 and insert the following:

(a) STATE HUMAN INVESTMENT COUNCIL.--Each State that receives assistance under an applicable program shall establish a single State council to--

(1) review the provision of services and the use of funds and resources under applicable programs and advise

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the Governor on methods of coordinating such provision of services and use of funds and resources consistent with the provisions of the applicable programs; and

(2) advise the Governor on the development and implementation of State and local standards and measures developed under section 122, and coordination of such standards and measures with standards and measures applicable to any applicable program.

(b) MEMBERSHIP.--

(1) NUMBER AND APPOINTMENT.--Each State council established as required by subsection (a) shall consist of the following members appointed by the Governor:

(A) 30 percent shall be appointed from representatives of business and industry (including agriculture, where appropriate), including individuals who are representatives of business and industry on private industry councils within the State established under section 102 of the Job Training Partnership Act.

(B) 30 percent shall be appointed from representatives of organized labor and representatives of community-based organizations in the State.

(C) 20 percent shall consist of--

(i) the chief administrative officer from

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each of the State agencies primarily responsible for administration of an applicable program; and

(ii) other members appointed from representatives of the State legislature and State agencies and organizations, such as the State educational agency, the State vocational education board, the State board of education (if not otherwise represented), the State public assistance agency, the State employment security agency, the State rehabilitation agency, the State occupational information coordinating committee, State postsecondary institutions, the State economic development agency, the State veterans' affairs agency (or its equivalent), State career guidance and counseling organizations, and any other agencies the Governor determines to have a direct interest in the utilization of human resources within the State.

(D) 20 percent shall be appointed from--

(i) representatives of units of general local government or consortia of such units, appointed from nominations made by the chief elected officials of such units or consortia;

(ii) representatives of local educational

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agencies and postsecondary institutions, which appointments shall be equitably distributed between such agencies and such institutions and shall be made from nominations made by local educational agencies and postsecondary institutions, respectively; and

(iii) individuals who have special knowledge and qualifications with respect to the special education and career development needs of individuals who are members of special populations, women, and minorities, including one individual who is a representative of special education.

(2) TERMS.--(A) Except as provided in subparagraphs (B) and (C), members other than members described in paragraph (1)(C)(i) shall be appointed for terms of 3 years and may be reappointed.

(B) Of the members first appointed--

(i) 1/3 shall be appointed for a term of 1 year;

(ii) 1/3 shall be appointed for a term of 2 years; and

(iii) 1/3 shall be appointed for a term of 3 years,

as designated by the Governor at the time of appointment.

(C) Any member appointed to fill a vacancy occurring

before the expiration of the term for which the member's predecessor was appointed shall be appointed in the same manner as such predecessor and only for the remainder of such term. A member may serve after the expiration of the member's term until the member's successor has taken office.

(D) The Governor may not disband the State council except in the case of negligence or misconduct in violation of the requirements established with respect to the applicable programs.

(c) MEETINGS.--For the purposes of this section, the State council shall meet at such times and in such places as it deems necessary, but not less often than once per year. The meetings shall be publicly announced, and, to the extent appropriate, open and accessible to the general public.

(d) BUDGET.--In order to carry out its functions under this Act and under any applicable program, the State council shall prepare and approve a budget for itself.

(e) STAFF.--The State council may obtain the services of such professional, technical, and clerical personnel as may be necessary to carry out its functions under this Act and under any applicable program.

(f) CERTIFICATION.--The State shall certify to the Secretary of Labor the establishment and membership of the State council at least 90 days before the beginning of each

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period of 2 program years for which a job training plan is submitted under the Job Training Partnership Act.

Page 2, line 10, strike ''STATE HUMAN RESOURCES COUNCIL'' and insert ''STATE HUMAN INVESTMENT COUNCIL''.

Page 2, lines 16 and 17, strike ''State human resources council'' and insert ''State human investment council''.

Page 3, line 7, strike ''State human resources council'' and insert ''State human investment council''.

Page 3, lines 13 and 14, strike ''State human resources council'' and insert ''State human investment council''.

Page 3, line 19, strike ''State human resources council'' and insert ''State human investment council''.

Page 3, line 24, strike ''State human resources council''

What is The Louisville Education and Employment Partnership?

THE PARTNERSHIP is a business-government-school alliance whose goal is to increase educational and employment opportunities for youth. The stated objective of the program is to implement a written agreement between local employers and The Louisville Education and Employment Partnership which will increase job opportunities for Jefferson County youth who have improved academics, technical and social skill preparation.

How did The Partnership begin?

The National Alliance of Business (NAB) was to select seven cities to replicate the Boston Compact. The city of Louisville was made aware of the possibility and called together a group of community, education and business leaders to meet with NAB coordinators to consider making application. The convened group supported the proposal, and the concept began to take shape.

A month later a proposal was submitted to NAB, and Louisille was selected to join Albuquerque, Cincinnati, Indianapolis, Memphis, San Diego and Seattle as replication sites.

Who is involved in The Partnership?

The Partnership has several identifiable groups that oversee its development. The Executive Committee consists of the Superintendent of the Jefferson County Public Schools, the Mayor, County Judge Executive, the chair of the Private Industry Council, the chair of the Louisville Chamber of Commerce and the President of the U of L. A chair and vice-chair from the business community along with three other business leaders have been selected by the Partners to spearhead this effort.

A Leadership Council of selected business and community leaders supports and advises the Executive Committee on an as-needed basis. Ad hoc groups of this Council will be convened periodically to answer specific concerns that develop throughout the Partnership.

An Action Team consisting of representatives from each entity represented on the Executive Committee is responsible for the operational planning for the Partnership.

What is the mission of The Partnership?

By providing a cooperative atmosphere and operating liaison group for the public schools, the local business community and local government, The Partnership will develop and implement a jobs program that will encourage students to stay in school, raise academic achievement levels and provide employment at graduation and/or through post-secondary education.

Goal (Long Term) Improve the quality of the newly emerging work force from the Jefferson County Public Schools as measured by the annual goals.

Goals (Annual) Annual goals for attendance, classroom achievement, and reductions in the drop out rate will be submitted for approval to the Executive Committee by the School District. Job placement goals will be established by the Leadership Council. (The annual goals will be designed to achieve the long term goal by the end of the fourth year.)

What is The Partnership designed to do?

The Jefferson County Public Schools has committed to enhance student job development skills and strengthen student basic academic skills. The business community has committed to guarantee students part-time and summer jobs while students are in school, and full-time, meaningful jobs when a student graduates from school.

The joint effort is designed to:

- Improve student attendance
- Improve student grades and test scores
- Reduce the student dropout rate
- Increase the number of students who attend post secondary education
- Decrease the unemployment rate of high school graduates
- Improve School District/Business relations
- Emphasize the importance of education

The Louisville Education & Employment Partnership

As a participant in the Louisville Education and Employment Partnership I understand and agree to:

- Work toward or exceed a minimum standard of 95% attendance by attending every class every day (class absences for school activities and emergencies excepted).
- Work toward, or exceed a standard set for my grades and to raise my overall Grade Point Average.
- Secure signatures on a minimum of three letters of recommendation or rating sheets containing specifics about attitude.
- Complete pre- and post-tests.
- Complete satisfactorily an employment application and a mock interview.
- Inform my Job Planner of any planned absence (Dr. appointments, etc.).
- Meet employer requirements for desired employment opportunity.

Student Signature

Date

I understand:

- Participation in the program requires that the Louisville Partnership has access to school records. I thereby authorize the Jefferson County Public Schools to release such information as may be necessary to ensure full awareness of my child's skills and abilities, and
- Authorize the Louisville Partnership to use my child's picture and voice in materials which enhance the purpose of the Louisville Partnership.
- As a parent I will encourage my child to attend school and reach for the academic and work experience goals set by the program.

Parent Signature

Student Signature

Date

In exchange for the above, I understand the Louisville Education and Employment Partnership will:

- Ensure consideration for referral to employment opportunities to students meeting Partnership standards.
- Give priority for referrals to students exceeding the Partnership standards.
- Require that I meet the standards of this agreement before I will be referred for employment opportunities through the Louisville Education and Employment Partnership.

Partnership Representative Signature

Student Signature

Date

EMPLOYER'S LETTER OF INTENT

This letter will confirm that our Company is committed to the mission of the Louisville Education and Employment Partnership. We support the commitments that are being made by the Jefferson County Public Schools and the business community.

In support of this program we commit to:

1. Give priority hiring to Partnership enrollees for part-time and summer jobs. It is understood that any part-time employment will be directed toward supporting the school program and not interfering with the student's educational program. If a student becomes ineligible for the program, the student will be terminated.

2. Give priority hiring to qualified graduates of the Partnership program into entry level jobs that have a meaningful career path. In carrying out this commitment our Company will list our vacancies with the Partnership, set forth the skills required of the position being listed, hold the opening for an agreed upon period of time and interview qualified candidates referred by the Partnership.

3. Refer applicants without high school credentials to educational opportunities and encourage these applicants to obtain high school equivalent credentials.

We will also provide appropriate and feasible support to the high school graduates we hire in order to assist them to stay on the job and advance their careers. Our participation in this effort is not intended to result in our placing less emphasis on other employment, education or youth programs involving Jefferson County residents.

The contact person for our Company is _____

Projected number of Part-Time Jobs _____
Summer Jobs _____
Full Time Jobs _____

_____
Name of Business

_____ _____
Corporate Officer Date

_____
Partnership Representative

The Louisville Partnership Education Program

WHAT	ADDRESSES	PRE ASSESSMENT	HOW
Basic Education	Math Skills Reading Skills Writing Skills	TABE (Diagnostic Test for Basic Skills)	Tutorials Computer Assisted Instruction Student to Student Tutoring District Tutorial Center Support for Classroom Teacher
Personal Reinforcement	Self Esteem Personal & Social Skills	Interview	Mentoring Through Volunteers
Pre-employment/Work Maturity Skills	Making Career Decisions Using Labor Market Information Preparing Resumès Filling out Applications Interviewing Maintaining Regular Attendance Being Consistently Punctual Demonstrating Positive Attitudes/Behavior Presenting Appropriate Appearance Exhibiting Good Interpersonal Relations Completing Tasks Effectively	Pre-Test	One to One Instruction Taught in English Classes Taught in Group Settings During the School Day Taught During Non School Day Loaned Executives Group Seminars
Work Experience	Work Responsibilities Earn Income Importance of Education to World of Work	Work Aptitude and Interest Assessment	Part-Time & Summer Jobs *Supervisor Trained to Support Education *If Student Does Not Meet Partnership Commitment-Student Loses Job *JDP Evaluates Placement (student, job and supervision) Every 6 Weeks.

AMERICAN ASSOCIATION FOR COUNSELING
AND DEVELOPMENT (AACD) PROFESSIONAL
INFORMATION SERVICE
5999 Stevenson Avenue
Alexandria, VA 22304

Tele: (703) 823-9800, x281

Contact: Sylvia Nisenoff

The AACG maintains a headquarters library collection which includes current publications, periodicals, reports, and related materials. The library staff's research has produced numerous bibliographies for students, practicing counselors, counselor educators, and others. The library facility and services are available for public use.

AMERICAN SOCIETY FOR TRAINING
AND DEVELOPMENT
Information Center
1630 Duke Street
Alexandria, VA 22313

Tele: (703) 683-8100

Contact: Jim Olivetti

The American Society for Training and Development (ASTD) is a non profit educational association serving 23,000 practitioners, managers, educators and researchers in the field of human resource development. ASTD's members design and implement employee and organization development programs in a broad range of business, industrial, educational, government, and service organizations.

ASTD's Information Center is a member inquiry service which assists human resource development practitioners in identifying resources for program development and/or professional development. The Information Center responds to member and non-member requests for information by providing:

- o "resource sheets" listing organizations with information, publications, programs, or training tools in the area of inquiry; and/or
- o lists of related articles and books; and/or
- o names and phone numbers of other ASTD national members with expertise to share.
- o Trainet, an online database, which is accessible by password only, provides information on seminars and educational events. The Information Center is primarily a member service, supported by member dues. Individuals requesting information from the Information Center are asked to identify their national member numbers.

The Information Center also provides a packet of basic information on the training and development field to anyone who is interested in human resource development.

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ATTACHMENT D

ASSOCIATION FOR COMMUNITY BASED
EDUCATION
1806 Vernon Street, N.W.
Washington, DC 20009

Tele: (202) 462-6333

Contact: Christopher P. Zachariadis
Executive Director

Formerly named Clearinghouse for Community Based Free Standing Educational Institutions.

The Association serves educational institutions that operate outside the publicly supported education establishment. These educational institutions involve the local community in their decision making and try to meet the needs of non-traditional, minority, or disadvantaged adult learners.

The Association provides seven services to its members:

(1) Acts as a network for sharing information and resources.

(2) Provides information on programs and services available to educational institutions.

(3) Provides technical assistance and resource development for the improvement of internal programs and operations.

(4) Acts as an advocate for community based educational institutions.

(5) Establishes quality assurance, performance standards for the practice of community based education.

(6) Provides scholarships to students attending eligible institutions.

(7) Provides mini-grants and loan guarantees to eligible institutions.

CLEARINGHOUSE ON ADULT EDUCATION
U.S. Department of Education
Office of Vocational & Adult Education
Division of Adult Education
400 Maryland Avenue, S.W.
Reporters Building, Rm. 522
Washington, DC 20202-5515

Tele: (202) 732-2396

Contact: Patricia Lang Rees

The major purpose of the Clearinghouse on Adult Education is to link the adult education community with existing resources in adult education. Clearinghouse services include: responding to requests for information; providing referral services; disseminating publications; and functioning as a "broker" of information services by referring inquiries to appropriate information sources. The Bibliography of Resource Materials provides a complete list of materials available from the Clearinghouse. Information and referrals are provided for the following areas of adult education: Adult secondary education, Business and Industry, Adults with disabilities, English as a second language, Evaluation, Family Literacy, Literacy programs, Older persons, Staff development, and Volunteers.

CONTACT CENTER, INC.
P.O. Box 81826
Lincoln, NE 68501-1826

Tele: (402) 464-0602;
800-228-8813

Contact: Rhonda Kadavy

CONTACT Center, Inc., encourages communications among organizations which promote functional literacy by locating existing programs which deal with functional illiteracy and identifying available resources. CONTACT Center, Inc., links those who need help (or who want to help) with the people and programs who will assist them.

The Written Word, a monthly newsletter, contains facts on literacy projects, publications, and people.

Reducing Functional Illiteracy: A National Guide to Facilities and Services is a directory of 8,000 literacy programs in North America. It includes statistics, a list of national organizations involved in promoting literacy, and lists of the State Directors of Adult Education as well as State voluntary organizations.

ERIC CLEARINGHOUSE ON ADULT, CAREER, AND
VOCATIONAL EDUCATION
Ohio State University
1960 Kenny Road
Columbus, OH 43210-1090

Tele: (614) 292-4353
800-848-4815

Contact: Susan Imel, Director
& Adult Education Specialist
Judy Wagner, User Services Coordinator

ERIC is a national information system which identifies, selects, processes, and disseminates information in education. Services include: monthly reference publications; microfiche or paper copies of materials; review and synthesis papers and computer searches. The ERIC clearinghouse on Adult, Career, and Vocational Education is one of 16 ERIC Clearinghouses in various fields of education. Its special topics include:

- Adult and continuing education
- Career education, preschool through adult
- Vocational and technical education

The ERIC Clearinghouse on Adult, Career, and Vocational Education provides these publications:

- An information bulletin about the ERIC system and the clearinghouse
- A series of special resource lists on topics of current interest
- Major publications that provide in-depth review on many topics
- Columns and articles in professional newsletters and journals
- Digests that summarize information on selected topics
- Trends and Issues Alerts that provide information on high interest topics.

ERIC Provides these services:

- General information about the ERIC system and about the clearinghouse
- Lists of ERIC collections in libraries and resource centers in your local area
- Referrals to other resources to answer questions which cannot be answered by ERIC
- Orientation and training programs at meetings and conferences to help individuals develop skills in using ERIC
- Visitor services at the clearinghouse including tours, orientation sessions, and access to the ERIC collection
- computer search services.

ERIC CLEARINGHOUSE ON LANGUAGES
AND LINGUISTICS
1118 22nd Street, N.W.
Washington, D.C. 20037

Tele: (202) 429-9292

Contact: Bill Code

Provides information on research and practices to educators and access to a variety of resources to enrich classroom lessons, support research projects, and develop language programs. Publications and services include: Minibibliographies, Q&A fact sheets, ERIC Digests, ERIC/CLL News Bulletin, Tailored Computer Searches, the Language in Education monograph series, and workshop training on ERIC.

INTERNATIONAL NETWORKS IN EDUCATION
AND DEVELOPMENT (INET)
Michigan State University
College of Education
237 Erickson Hall
East Lansing, MI 48824-1034

Tele: (517) 355-5522

Contact: Dr. Alemu Beestu

INET's purposes are to facilitate international collaboration among educators and promote international development.

INET activities include:

- The INET Library which contains more than 16,000 research reports, project descriptions, surveys, journals, books and other resources.
- Conducting research in collaboration with other college units and research institutions.
- Providing on-site consultation and conducts and organizes workshops and conferences.
- Responding to worldwide publication requests, provides information on development education and strengthens the international network among adult educators and development practitioners.
- Issues publications including annotated bibliographies, the INET Up-Date and occasional papers.

Sample publications:

- o Literacy and Basic Education - A Selected, Annotated Bibliography
- o Non-Formal Education and the Handicapped - A selected, Annotated Bibliography
- o Appropriate Technology - A Selected, Annotated Bibliography
- o Literacy and Development - An NFE Exchange

MIGRANT EDUCATION RESOURCE LIST
AND INFORMATION NETWORK
333 Market Street - 5th Floor
Harrisburg, PA 17126

Tele: (717) 783-9801

Contact: Eugene Madeira

The Migrant Education Resource List and Information Network provides abstracts on Migrant Educators. Their specialities include: English as a second language, Bilingual, Career, Adult, Vocational, Drop Out Prevention, Parent, and Community Involvement.

The objective is to provide information on personnel for research projects or conference presentations.

NATIONAL ADULT EDUCATION CLEARINGHOUSE
Montclair State College
Upper Montclair, NJ 07043

Tele: (201) 893-4353

Contact: Frances M. Spinelli, Director

The Clearinghouse disseminates up-to-date information about professional preparation, curriculum and instructional materials, research, as well as commercial and non-commercial materials useful to adult and continuing educators.

The Clearinghouse provides these services and products:

(1) An on-site lending and mail loan library encompassing an archival and current collection of pamphlets, catalogs, project proposals, curriculum guides, training designs, and related literature.

(2) Special collections in these areas:

- o adult continuing education training materials
- o adult basic education
- o English-as-a-second-language
- o Competency-Based adult education
- o adult high school - GED
- o aging
- o community education
- o career education
- o consumer education
- o education for the disabled
- o women
- o international education.

(3) Products and Services:

- o Adult Education Clearinghouse Newsletter
- o on-site materials workshops
- o consultant services
- o lending materials

NATIONAL ASSOCIATION OF COUNTIES

NATIONAL CLEARINGHOUSE FOR BILINGUAL EDUCATION (NCBE)
11501 Georgia Avenue, Suite 102
Wheaton, MD 20902

Tele: (301) 933-9448
(800) 647-0123

Contact: Enrique Cubillos, Director

Features practitioner focused services and state of the art technologies to support its information system. NCBE provides the following services:

- Electronic access to its information system, at no cost
- Telephone reference & referral service
- A bimonthly newsletter
- Occasional papers
- Program information guides
- Annotated bibliographies on specific issues developed
- by searching computerized databases
- Responds to requests for information
- Maintains a collection of searches on file.

NATIONAL CENTER CLEARINGHOUSE
National Center for Research in Vocational Education
Graduate School of Education, Tolman Hall
University of California
Berkeley, CA 94720

Tele: (415) 642-4004

Contact: Gerald C. Hayward, Deputy Director

The National Center Clearinghouse has three primary functions:

- To identify all vocational education improvement projects and to maintain a data base listing those projects.
- To maintain a data base describing vocational education curriculum materials.
- To monitor the development of military technical training materials and determine their transferability to civilian technical training institutions.

THE NATIONAL NETWORK FOR CURRICULUM COORDINATION IN VOCATIONAL AND TECHNICAL EDUCATION

HAWAII	Dr. Lawrence F. H. Zane, Director Western Curriculum Coordination Center, College of Education University of Hawaii 1776 University Ave., Wist 216 Honolulu, HI 96822 (808) 948-7834	American Samoa, Arizona, California, Guam, Hawaii, Nevada, Trust Territory Government of Northern Marianas
ILLINOIS	Mrs. Rebecca Douglass, Director East Central Curriculum Coord. Center Sangamon State University - F-2 Springfield, IL 62708 (217) 786-6375	Delaware, District of Columbia, Indiana, Illinois, Maryland, Michigan, Minnesota, Ohio, Pennsylvania, Virginia, West Virginia Wisconsin
MISSISSIPPI	Dr. Jimmy McCully, Director Southeast Curriculum Coordination Center Mississippi State University Research and Curriculum Unit P.O. Drawer DX Mississippi State, MS 39762 (601) 325-2510	Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolin Tennessee
NEW JERSEY	Mrs. Martha Pocsi, Director Northeast Curriculum Coordination Center New Jersey Vocational Education Resource Center Rutgers University Crest Way Aberdeen, NJ 07747 (201) 290-1900	Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Puerto Rico, Rhode Island, Vermont, Virgin Islands
OKLAHOMA	Mrs. Joyce Sawatzky, Director Midwest Curriculum Coordination Center State Department of Vocational and Technical Education 1500 West Seventh Avenue Stillwater, OK 74074-4364 (405) 377-2000, Ext. 252	Arkansas, Iowa, Kansas, Louisiana, Missouri, Nebraska, New Mexico, Oklahoma, Texas
WASHINGTON	Mr. William Daniels, Director Northwestern Curriculum Coord. Center St. Martin's College Old Main, Room 478 Lacey, WA 98503 (206) 438-4456	Alaska, Colorado, Idaho Montana, North Dakota, Oregon, South Dakota, Utah, Washington, Wyomi

THE NATIONAL NETWORK FOR CURRICULUM COORDINATION IN VOCATIONAL AND TECHNICAL EDUCATION (continued)

The National Network for Curriculum Coordination in Vocational and Technical Education (NNCCVTE) was established in 1972 to reduce duplication of curriculum efforts. NNCCVTE enhances State and local curriculum capacities by using an information-sharing system. This system is made up of six regional curriculum coordination centers (CCCs), a national council of CCC directors, and 57 State liaison representatives. The CCCs are federally funded through competitive contracts awarded by the U.S. Department of Education.

The six curriculum coordination centers provide leadership in curriculum coordination activities and offer a variety of curriculum-related services. While specific functions vary with regional needs, CCC activities include the following:

- Collecting valuable information from many sources about what's new and important in the world of vocational education curriculum.
- Disseminating curriculum information and products.
- Helping vocational educators of all types identify, find, and acquire the curriculum information and products they need.
- Assisting individuals, schools, and groups in addressing and resolving their curriculum and instructional problems.

PROJECT SHARE
P.O. Box 2309
Rockville, MD 20852

Tele: (800) 537-3788

Contact: Florence Lehr

The Clearinghouse for Human Services within the Department of Health and Human Services now focuses on Teen Pregnancy Prevention, including youth programs designed to build self-esteem, independent living, day care issues and more. Resource Center collects and disseminates information on materials available to the public. A database of written and media documents is searchable.